REPORT RESUMES

ED 011 100 AC 000 092

A TASK UNIT CONCEPT FOR ON-THE-JOB TRAINING IN FOOD SERVICE.

BY- WELCH, JOHN

MISSOURI UNIV., COLUMBIA, EXTENSION DIV.

REPORT NUMBER MANUAL-66-FIRST REPRINT-2M-66 PUB DATE 66
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *FOOD SERVICE INDUSTRY, *ON THE JOB TRAINING, *SERVICE OCCUPATIONS, *INSERVICE TEACHER EDUCATION, TEACHING METHODS, *JOB ANALYSIS, INDUSTRIAL EDUCATION, COLUMBIA

INDUSTRIAL TRAINING PROCEDURES ARE COMPARED WITH THOSE OF FOOD AND OTHER SERVICE INDUSTRIES TO ASCERTAIN RELEVANT TRAINING METHODS. HELPFUL PROCEDURES WERE--DESCRIBING EACH EMPLOYEE'S JOB BY LISTING HIS TASKS AND BREAKING DOWN EACH TASK INTO ITS SEPARATE OPERATIONS. THEN THE BEST METHOD OF TRAINING FOR EACH TASK CAN BE DETERMINED. A TIME AND FREQUENCY WHEN AN ASSIGNED WORKER WILL PERFORM EACH TASK, AND SUPERVISION TO SEE THAT THE TASKS ARE PERFORMED WILL RESULT IN A DECREASE IN MISUNDERSTANDINGS AND EMPLOYEE TURNOVER AND AN INCREASE IN EFFICIENCY AND MORALE. THE QUESTIONS OF WHAT, WHY, HOW, WHEN, WHO, AND WHERE MAY BE USED IN PUTTING THE TASK UNIT CONCEPT TO WORK. RESTAURANT ASSOCIATIONS CAN WORK ON PROBLEMS FOR THE BENEFIT OF MEMBERS. JOBS AT ALL LEVELS ARE ANALYZED--MANAGEMENT, SUPERVISION, PREPROCESSING, FOOD PROCESSING, ASSEMBLY, FOOD PRODUCTION, PACKAGING, DELIVERY, SERVICE, BILLING, SANITATION, COMMUNICATION, AND MAINTENANCE. THE METHOD OF DEVELOPING A TASK BREAKDOWN IS PRESENTED AND EXAMPLES ARE GIVEN. METHODS OF ADULT INSTRUCTION ARE SUGGESTED. APPENDIXES INCLUDE JOB DESCRIPTION SAMPLES, TRAINING SCHEDULES, A RESTAURANT CLEANING SCHEDULE, AND A TASK ANALYSIS FORM. (JA)

ED011100

A TASK UNIT CONCEPT FOR

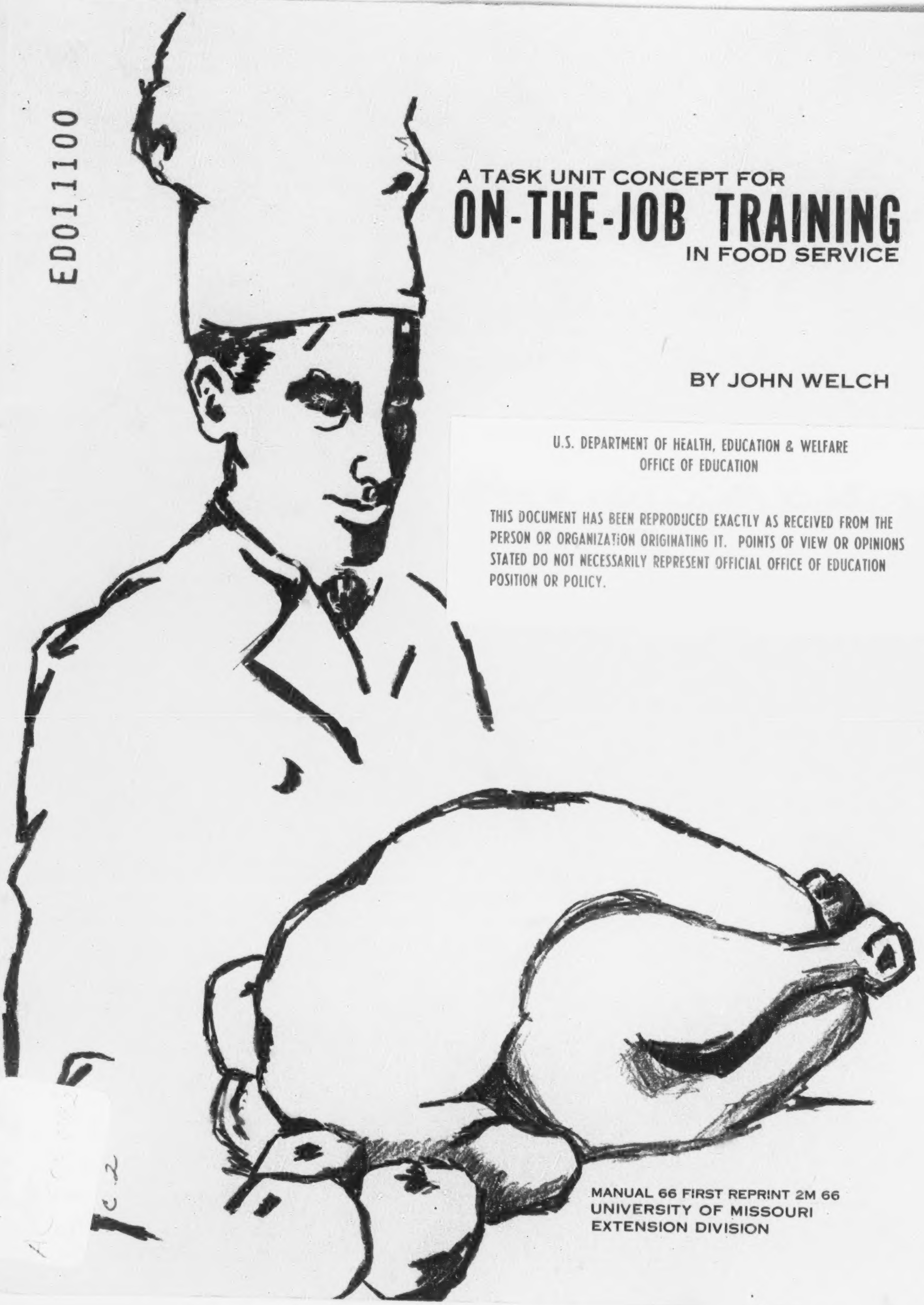
ON-THE-JOB TRAINING

IN FOOD SERVICE

BY JOHN WELCH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



c 2

MANUAL 66 FIRST REPRINT 2M 66
UNIVERSITY OF MISSOURI
EXTENSION DIVISION

CONTENTS

Chapter I—Andy Brown Hires a Bus Boy 1
Chapter II—Industrial vs. Service Industry Training 7
Chapter III—The Need for a "Systems Approach" to Employee Training 13
Chapter IV—How to Put the Task Unit Concept to Work for You 16
Chapter V—A Functional Analysis of the Food Service Industry 19
  Basic Function of Food Service 20
  Management—the Keystone Block 22
  Supervision—the Cornerstone Blocks 22
  Preprocessing 24
  Food Processing 25
  Assembly 26
  Food Production 27
  Packaging; Delivery 28
  Service 29
  Billing 32
  Sanitation and Communication 32
  Maintenance 33
  Relation of Functional Analysis to Organization and Training 34
  Food Service is a Complete Marketing Unit 34
  Two Avenues to Profit 35
Chapter VI—What Has to Be Done—Identifying the Tasks 36
  Developing a Task Breakdown 36
  Complex Tasks 38
  Preprocessing 42
  Processing and Assembly 42
  Production; Packaging; Delivery; Management 44
Chapter VII—Who Performs Each Task 46
Chapter VIII—Training the Workers 52
  The Job Instruction Training Method 60
  Other Methods of Adult Instruction 61
  Summary—Training the Food Service Worker 69
Chapter IX—Education and Training for Higher Levels in the Hospitality Industries 70
  Descriptive Analysis of Education at Managerial and Proprietor Level 71
  Educational and Training Agencies Available 72
  Employee Rating 77
Appendix 79
  A—Job Description Sample 80
  B—Job Specification Sample 81
  C—Training Schedule for Skill Level Trainees 83
  D—Proposed Training Schedule for Supervisors 91
  E—Proposed Training Schedule for Potential Managers 98
  F—Food Education and Service Technology Program 98
  G—Daily Restaurant Cleaning Schedule 102
  H—Operation Analysis Form 104
  I—Job Description Form for Owner-Manager 117

ACKNOWLEDGEMENTS

When the concept developed in the following monograph first began to assume form, the writer prepared a prospectus in some detail covering its general outlines. This prospectus was sent to approximately one hundred leaders in the fields of Food Service Education, Vocational Education, the Federal Extension Service, Industrial Psychology, Sociology, and the major areas of the Food Service Industry, both operators and trade association personnel. It was accompanied by a letter requesting "comment, criticism, consideration, and discussion."

The response was most gratifying. Much material was received in all four categories. The comments, suggestions and criticisms expressed by this highly diversified and distinguished panel of correspondents have been thankfully received and carefully considered.

While it is obviously impossible to include all such material in a work of this kind, or, in some cases, to reconcile widely divergent points of view, those who read the original prospectus will recognize the profound impression made on the writer by this generously given advice.

Space does not permit individual acknowledgement by name of those who contributed. However, the writer extends his heart-felt thanks to them all.

A TASK UNIT CONCEPT FOR
ON-THE-JOB TRAINING
IN FOOD SERVICE

FOREWORD

Occasionally, a fresh, new, approach is offered to some very old problems. New concepts and approaches regenerate a great deal of thought on the part of those who understand and can apply in unusual ways conceptional thinking.

Dr. John Welch has accomplished the unusual, and has made a contribution of considerable importance through his monograph, A Task Unit Concept For Effective On-The-Job Training In The Food Service Industries.

There can be no denial of the fact that John Welch has performed a real and lasting service to a very large and important industry. His work offers a beginning point for an entirely new approach to food service industry training. The frustrations and difficulties which have accompanied the use of industrial type training methods, as these were applied to the food service industry, have been well documented by Dr. Welch.

Dr. Welch has placed his finger at the exact spot where frustrations take place. Then with remarkable ease he strikes off the shackles imposed by previous failures. The new concept returns to baser ideas which should have been explored in great depths a long time ago, but surprisingly enough have not been.

The monograph also suggests a method for systematizing and applying the basic concept in actual situations. The monograph suggests that there is much room for further experimentation and thought as the basic method is applied in special situations. The important point, however, is that Dr. Welch has given to students, teachers, employers, supervisors, personnel managers and coach trainees, a new and refreshing foundation upon which real development can take place.

It is especially gratifying to learn that a lifetime of training in an industry and in the academic fields has resulted in producing an individual with the ability to think through old difficulties and to arrive at new concepts.

Donald Greenaway,
Executive Vice President
National Restaurant Association

CHAPTER I

Andy Brown Hires a Bus Boy

BUS BOY WANTED

The card in the window of the Poisson Bleu Restaurant read: "Bus Boy Wanted."

A neat but poorly dressed young man, sauntering dejectedly along the sidewalk in front of the restaurant, stopped, read the card, hesitated a moment, withdrew a cigarette pack from his pocket, found it empty, threw it into the gutter, then shrugged unsmilingly and entered the restaurant.

As he passed the window he picked up the "Bus Boy Wanted" card. Looking around the dining room, he spotted a man in a business suit talking to a waitress in a way which indicated that he was directing her to do something. He approached, and, as the man turned away, said:

"You the boss here, mister?"

"Sometimes I think I am," said the man wearily. "What can I do for you?"

"Well, I'm your new bus boy," said the youth, tendering the card.

"Oh?" questioned the manager, "Had any experience?"

"Yeah—worked for Mr. Rice at the 'Hen 'n Hog' in the next block," replied the youth.

"Come into the office," invited the manager. "I know Jim Rice. I'll give him a ring and see what he has to say about you."

He dialed a number and a voice over the wire said: 'Hen 'n Hog'. Jim Rice speaking."

"This is Andy Brown at the Poisson Bleu, Jim," said the manager into the phone. "How's business with you?"

"Been pretty good, Andy," Jim Rice replied. "Off a bit today, though. Guess it's this weather we're having. How's it with you?"

"Bout the same, Jim. Say, I have a young fellow here who says that he worked for you as a bus boy." (Aside)—"What's your name?" "Oh, yes, John Murphy. What do you know about him?"

"Well, he worked for me for a couple of weeks a month or so ago. Not too much on the ball mentally, but OK, I guess. At least, he was honest, willing, showed up on time, and didn't miss a day until he quit."

"Remember why he quit?"

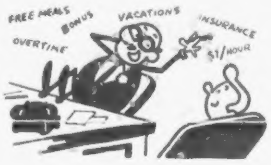
"Think I do; he said something about cement puddling on a construction job paying more money, as I remember it, then asked for his time. Maybe he's found now that cement puddling is not only harder work, but also that layoffs from weather and between jobs make the higher hourly pay less over a month's time than he made here—plus not eating as often or as well. But you can't tell these kids anything; they have to find out for themselves, I guess."

"Thanks, Jim," said Brown. "Sounds OK, but let me ask you, would you hire him again?"

"Sure, Andy! I've seen a lot worse than John. At least he won't steal a fellow blind or fail to show up on time. I need a bus boy, too. If you don't take him, send him over!"

"Fraid not, Jim, I'm going to put him on. Thanks again," and Brown hung up. Turning to the young man he said:

"Well, Murphy, looks like you have yourself a job. I pay 80¢ an hour to start, 90¢ from the end of the first month until the end of the third month. If you are good enough to keep on after that, it's a dollar an hour. I pay for your laundry and give you two square meals a day. The waitresses pay 10% of their tips to bus boys who stay on the ball. We usually pay a bonus at Christmas, depending for size on your job, how long you have worked here, and how well we did during the past year. After you are here three months, I'll talk to you about our cooperative life and health insurance program. You'll work 44 hours a week regularly, but you may be able to get in some overtime if you play ball with me. We're closed on Monday and you'll have, let's see" (consulting his employee schedule) "Thursdays off. Vacation, one week after one year, two weeks after two years and thereafter, with pay. How does that sound to you? Anything else you want to know?"



"Sounds OK, Mr. Brown, but—" Brown waved away the unfinished question.

"So, it's settled. You'll start right away. It is only a few minutes until the lunch rush starts, and I've got a lot to do. Oh, Gertie!" called Brown, beckoning the nearest waitress.

"This is John Murphy, your new bus boy. He'll serve you, Marie, Dottie, and May. Get him into uniform now and show him the ropes. You won't have to give him much time. He's experienced—worked for Jim Rice at the 'Hen 'n Hog', not that a bus boy has to know much anyway, eh Gertie? Think you can handle him from here in?" said Brown, with his hand on John Murphy's shoulder.

"Sure, Mr. Brown," replied Gertie, "We'll take good care of him. Come on, Murphy, and I'll show you to the linen room for your uniform." And they left the manager's office together.

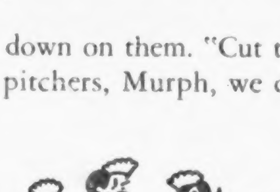
Does this incident have a familiar ring? Let's follow our "experienced" bus boy through the day.

Returning to the dining room floor in a clean, white uniform, John Murphy found his four waitresses waiting together for him. He was hailed promptly by his waitress guide, Gertie:

"Hey, Murph, come over here! This is May, this is Dottie, and this is Marie. You're working for us kid, and don't you forget it if you want that split on tips the boss told you about. These five tables here are my station, those there are Marie's, those are May's and those over there are Dottie's. Got it? Stick to those stations and pay no attention to the rest of the house—you are *our* boy!"

"Come over here, Murph," said Marie as the waitresses left the huddle and returned to their stations. Reaching her station she turned to Murphy and said: "Lemme give yuh a coupla tips, kid. That Gertie is bossy and lazy, she'll have yuh doin' all her work if yuh let her. Yuh gotta stand up to her! The rest of us have got a part of yuh, yuh know! An' that Dottie's so crooked she could hide behind a corkscrew! She'll gyp yuh outa your part of the tips if yuh don't watch her like a hawk. May'll try to date yuh, but watch out for her old man! He caught her out with the last boy on your station and knocked the tar outa him. Tough egg, that boy. Now, honey, you string along with ol' Marie. She'll treat you right—maybe add a little to the tip-split—an' we'll get along just fine!"

Gertie bore down on them. "Cut the gab, you two—fill those water pitchers, Murph, we don't have all day, yuh know.



"My God," mumbled Murphy as he hurried to do her bidding, "four—count 'em—four jealous women bosses." And he was soon to find out just how confusing and irritating trying to serve four demanding women can be. For neither his instructions from management nor theirs spelled out preciseely the duties and responsibilities delegated to each of them. Oh, yes, they were all "experienced"—they "ought to know"—so the waitress with the longest and sharpest "needle" (or, perhaps, a bribe such as Marie offered) and *her customers* would get more of John Murphy's services than they were entitled to—at the expense of the other waitresses and *their customers.*

Nor was that all. John loaded his first bus box with soiled dishes as he had so often done at the 'Hen 'n Hog' and carried it out to the dishwashing department. He deposited the box on the soiled dish table and turned to return to the dining room.

The dish machine operator called after him, "Hey, kid, come back here! New here, aren't cha? Ever bus dishes before? Watcha trying to get away with? Yuh ought to know that glasses come out in separate boxes an' go inta those racks. Silver's separated an' goes inta the soak here. Get over here an' do it right! An' don't bring any more messes like that box out to me, yuh knucklehead. Whoever told yuh yuh was a bus boy anyhow?"

It was a shock to John.

Of course, the dish machine operator was right. The procedure he gave John was Andy Brown's standing order. But *no one had told John Murphy.* Of course, no one had thought that they had to tell him—wasn't he "experienced?" And anyway, wasn't that the "common sense" way to bus that everyone should know without being told? What matter that the procedure he had used—the only one he knew—was what he had learned at the 'Hen 'n Hog'? Or that it isn't a matter of general knowledge, since his procedure is probably more widely used in the industry than any other?

Smarting from the unwarranted "chewing out" given him, of all people, by the *dishwasher,* he returned to the dining room sullen, resentful and confused. There he found himself facing a barrage of shrill demands from his four waitress-bosses.

Again, it appeared that much that he did as he had learned at the 'Hen 'n Hog' was wrong at the Poisson Bleu. As lunch wore on it became more apparent that there was a lack of uniformity, a wide difference in procedures, even between waitresses. Set up Dottie's tables as May wanted on her station and he was a "moron." Set up Gertie's service station as Marie wanted hers and he was shrilly rated a "dummkopf." Each wanted *her* way—the way *her* separate experience had led her to believe correct. Nor did Andy Brown, seating guests and "supervising" the floor, appear to be aware of these variations.

Confused, frustrated, embarrassed, and, finally, angry, the last straw came when John spitefully jerked a rack of soiled glasses from a service station shelf, failed to catch the far edge, and it crashed to the floor as a welter of broken glass mingled with the dregs from the glasses. At this point an harrassed Andy Brown called John a "clumsy oaf" and John asked for his time. Brown paid him off, mentally berating Jim Rice for having given him a satisfactory reference.

Does this part of the story still have a familiar ring? If it doesn't, you are an exception rather than the rule among food service operators.

Analyze what has happened. Here was a young man, not too bright, it is true, but of proved honesty, dependability, and willingness. He could have—and should have—made a good employee in a bus boy's job. He had, in fact, been a satisfactory employee elsewhere.

The most glaring error, and the most common one, was the interpretation placed on the word "experienced." There were other major errors, which will be discussed later. But the glaring factor in his failure was the disproven assumption that, because he had been a satisfactory employee in one establishment doing a certain job, he didn't need training in a second establishment's procedures for a similar job. Andy Brown felt that John "ought-to-know" a great many things about the Poisson Bleu, its policies and procedures, that he had absolutely no way of knowing without being told specifically. It so happened, they were significantly different from those encountered in his previous experience.

This factor was indicated in John's employment interview when Brown told his waitress that she shouldn't lose much time training him, and that a "bus boy doesn't have to know much, anyway." It was indicated further as a general weakness in management by the non-uniform, individually dictated procedures followed by the four waitresses and Brown's failure to note and correct the discrepancies.

Another all-too-common management failure in organization is apparent in Brown's failure to indicate clearly a chain of command in the "one-man-one-boss" concept. John found himself in the confusing and frustrating situation of having many bosses—including the dishwasher—each demanding different things at the same time or, worse yet, the same things done in different ways.

An experienced reader will recognize in this incident the typical situation in many service establishments. It is characteristic of the service industries in general and the food service industry in particular to endeavor to employ "experienced" workers. Characteristic, also, is failure to realize that "experience" can be of many kinds, not all of it either good or conducive to the formation of good work-habits.

This situation is largely responsible for the constant state of minor "crises" which normally plague the manager of a service establishment, arising from work-activities which must be done either being left undone or being done in a manner not in keeping with the best interests of the establishment. It also accounts for much of the frustration, unwillingness to accept responsibility, lack of motivation and "drive," poor or mediocre accomplishment, and confusion generally found among service workers. These factors lead inevitably to high rates of employee turnover and consequent high expense to the establishments in which they exist and to lower efficiency of operation and customer satisfaction.

The service industries in the United States appear to be far behind the nation's production industries and service trades in personnel training. The principles and methods of industrial education are well established and have been significantly successful in training production industry and service trade personnel. However, even where attempts have been made to apply industrial education methods to the service industries, they have not been too successful.

The discussion which follows examines the production industries and the training methods which have been successful in them. The attempts to apply industrial education methods to service industries, which have not been too successful, are also studied. Consideration is given to both adaptation of successful industrial education methods to service industries and the devising of new methods.

Since the area of competency of the writer lies in the field of quantity food service, this service industry will be used as the field for this examination. It is believed that the observations possible in this industry may be applicable to a wide range of service industries because of the range of situations present in food service.

It is particularly important that this analysis be done now. The imminence of the imposition of minimum wage legislation on the food service industries requires an immediate and critical reappraisal of the roles of labor in its operations. Food service labor is presently estimated to be only from 40 to 45 percent efficient as compared to approximately 80 percent for American industry in general. It is fortunate, indeed, for the food service industry that proposed minimum wage legislation allows an adjustment period of several years for gradual escalation of wages to the industrial minimum. It will be necessary for the industry to increase its labor efficiency during this period if it is to meet the challenge of the minimum wage.

CHAPTER II

Industrial vs. Service Industry Training

American industry has long led the world in operational efficiency in the production of goods. This observation is largely traceable to the development of industrial engineering, generally conceded to have been conceived by Taylor[1]. The scientific research which it generated in production operations, and the organizational adjustments and worker training that accompanied it have become routine in the production industries and in many of the service trades. Organization analysis, job analysis, job breakdowns, job descriptions, and job specifications have become important tools of management both in the design of efficient production enclaves and in the training and management of the most important element of production: its human components.

The importance of the human element cannot be minimized, even in these days of automation and electronic data computers. It is a human worker who must press the button to start the automatic machine and who must maintain it and keep it functioning properly. It is a human worker who punches the card or tape which programs the computer. America's first "moon shot" missed target by thousands of miles because of a *human* error in one small symbol cut in a computer tape.

The production industries and service trades have recognized the seriousness of the problem of worker training; so have the trade unions which serve these industries and trades. They have taken effective steps to meet the need.

The Job Instruction Training Method (JIT), developed under the stress of wartime necessity to train millions of workers in new technical skills, proved highly successful.[2] It was an adaptation of the classic Herbartian steps method of teaching. With modifications and refinements reflecting recent research in worker motivation, it is still the basis for the greater part of industrial training.

Attempts to apply industrial training methods to the food service industries have met with little success, if the chaotic conditions which exist even in many of the most advanced restaurants and chains are taken as criteria. An examination of the differences in the work routines between production and service workers may provide a clue to the cause of this apparent failure. Hopefully, this clue might provide a key to greater use of automation or, at least greater efficiency of workers in service industries.

The production worker follows this work sequence: Materials + tools + performance of operation = product. *Materials flow to the worker.* The worker performs one or more operations on them with tools or machines, producing a product which is a modification of the original materials.

The part each worker plays in this procedure can be analyzed thoroughly. Operational steps can be identified and described in a job analysis from which can be derived a job description and a corresponding job specification. Job analysis, description, and job specification will apply equally to any worker having a separate, distinct role in production. The work-routine, as Leed[3] expresses it, is generally confined to a fixed work station and is machine paced. Even in the service trades and with skilled mechanics the materials-tools-operations-product-or-result sequence follows a set operational formula, subject to similar analysis, identification, and description.

This pattern differs materially from that in the service industries. In them, the worker normally performs a number of work sequences, each of which leads to a specific result which is, in turn, largely independent of other work sequences performed even by the same worker. *Workers thus flow to the work,* rather than work flowing to the worker, as in an industry. This difference is diagrammed in Figure 1. Further, the amount of work in a specific work sequence may vary, since it depends largely upon the size and complexity of the service establishment.

Thus, in a small establishment the worker must perform a wide variety of independent work-sequences, each of which involves a small amount of work for a short period of time. In the large establishment the volume of work in a few work sequences may fully occupy the working time of a worker. This situation is diagrammed in Figure 2.

It follows that the worker in a small food service establishment must possess a wider variety of skills than

---

[1] Frederick W. Taylor, 1856-1915, credited with being the "father of Shop Management."

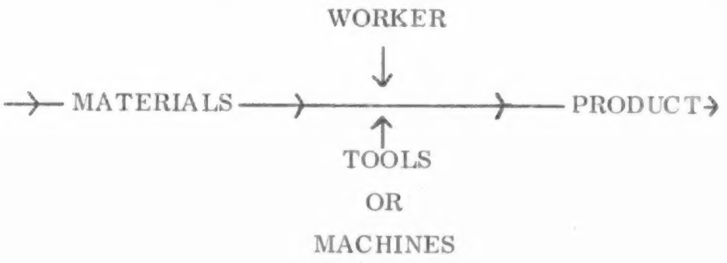
[2] Donald E. Lundberg and James P. Armatas, The Management of People in Hotels, Restaurants and Clubs (Dubuque, Iowa: Wm. C. Brown Co., 1964), p. 82.

[3] *Research Papers in Food Distribution*, ed. T. E. Leed & D. M. Marion (Amherst: University of Massachusetts, Department of Agricultural & Food Economics, April, 1965) p. 78.

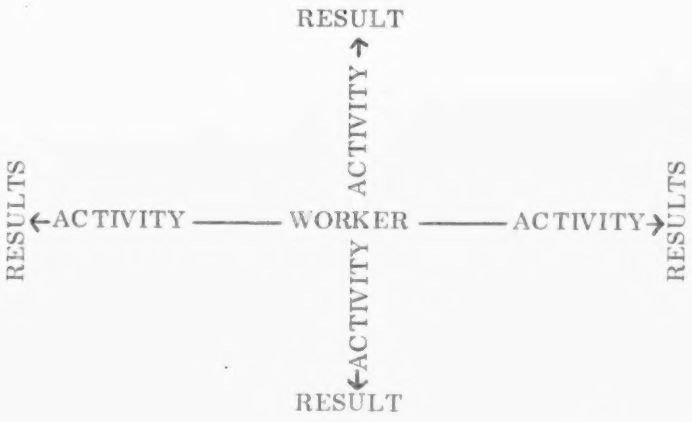
Figure 1

INDUSTRIAL VS. FOOD SERVICE WORK-PATTERNS

A. INDUSTRIAL PATTERN


WORKER
MATERIALS
PRODUCT
TOOLS
OR
MACHINES

B. FOOD SERVICE PATTERN


RESULT
ACTIVITY
RESULTS
ACTIVITY
WORKER
ACTIVITY
RESULTS
ACTIVITY
RESULT

his more specialized counterpart in a large establishment. This situation is diagrammed in Figure 3.

The performance of the work-sequences is further complicated by the wide variety in types of food service operations and in the size, location, hours of operation, and clientele emphasis of establishments. This complication is illustrated in Figure 4.

Apparently much of the difficulty in organization and training in the food service industry has beeen related to an endeavor to adapt conventional job descriptions to conventional job titles. This may be practical for the

Figure 3

WORK VARIETY - SMALL VS. LARGE FOOD SERVICE ESTABLISHMENT

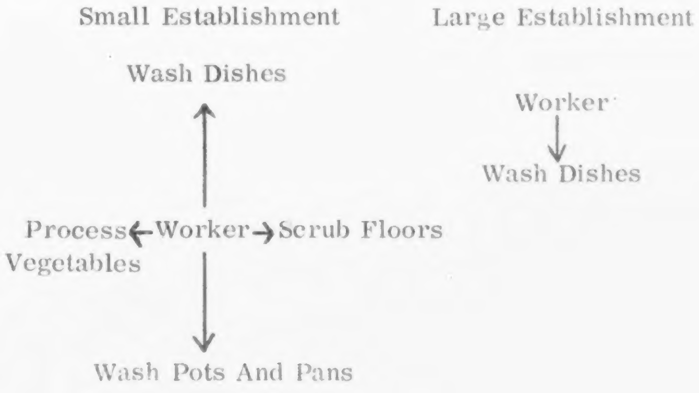
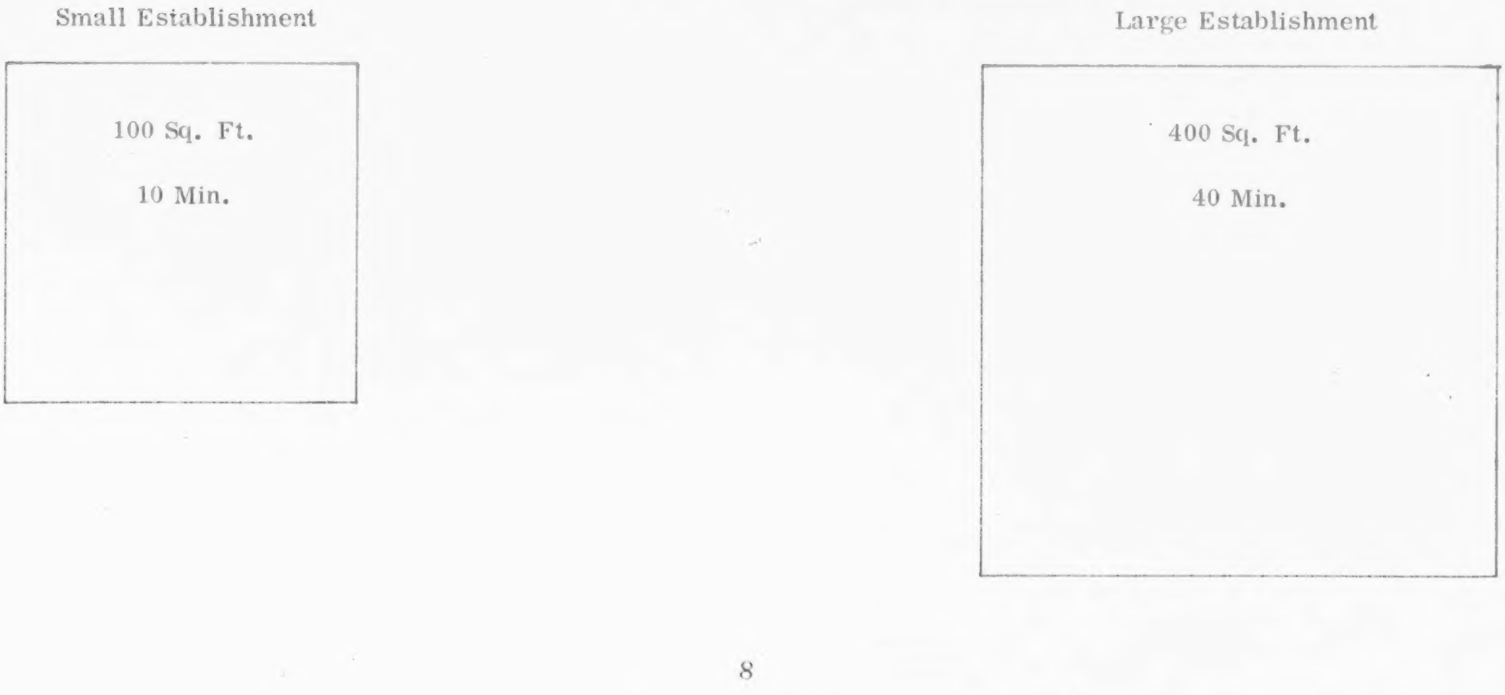

Small Establishment
Large Establishment
Wash Dishes
Worker
Wash Dishes
Process Vegetables
Worker
Scrub Floors
Wash Pots And Pans

Figure 2

WORK VOLUME - SMALL VS. LARGE FOOD SERVICE ESTABLISHMENT

EXAMPLE - SWEEPING THE FLOOR


Small Establishment
100 Sq. Ft.
10 Min.
Large Establishment
400 Sq. Ft.
40 Min.

production industries and for the service trades in which a limited number of related operations generally make up an individual worker's work-responsibility, or "payroll job" but where a worker's "payroll job" is composed of widely varying work-sequences, conventional job titles are not applicable. Attempts to apply them result in confusion and frustration.

The differences between the food service industry and other industries have been summarized in a compact and valid statement by J. W. Putsch[4] as follows:

> "Restaurants are different. They still lead in retail failures and show an average corporate profit of but 1.1 percent in a rising economy...
>
> "Restaurants are different because they must compete with housewives and supermarkets as well as with other restaurants. Restaurants are different because they must stay open long hours to cater to the public and yet, they can expect to be busy only during two or three brief periods a day.
>
> "Restaurants are different because they are unable to avail themselves of the key reason for our rising economy and increase in productivity: AUTOMATION. We are in business to serve people with people. Where service is the product, productivity is necessarily low.
>
> " Most of all, Mr. Chairman, restaurants are different because almost half of our restaurant employees receive tips and tips cannot be legislated out of existence nor can the practice of tipping be changed or altered by legislation."

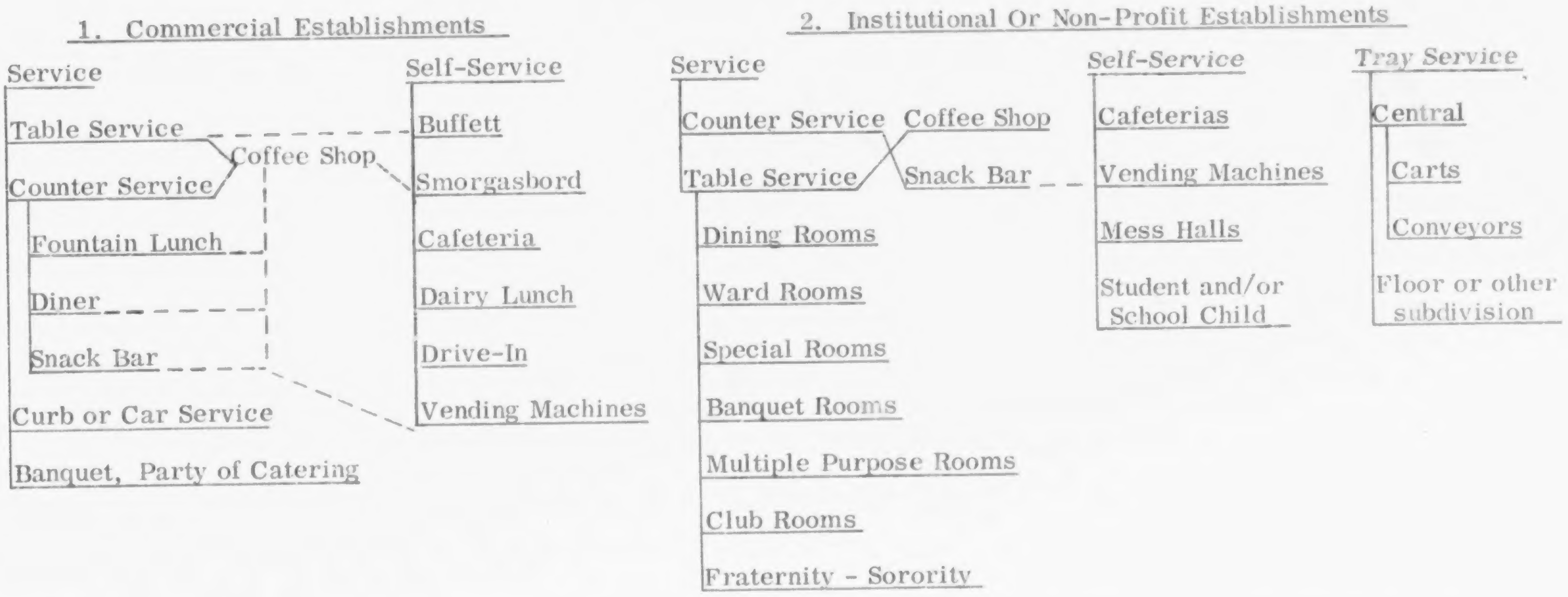
---

[4] J. W. Putsch, Chairman, Government Affairs Committee, National Restaurant Association, in testimony before the General Subcommittee on Labor, U.S. House of Representatives, June 29, 1965, as reported *Washington Report* (Chicago: National Restaurant Association, Vol. 8, No. 27, July 5, 1965), p. 3.

Figure 4

SIGNIFICANT VARIATIONS OF SEVERAL TYPES COMPLICATE TRAINING IN FOOD SERVICE

A. Variations of Method


1. Commercial Establishments
Service
Table Service
Counter Service
Fountain Lunch
Diner
Snack Bar
Curb or Car Service
Banquet, Party of Catering
Coffee Shop
Self-Service
Buffett
Smorgasbord
Cafeteria
Dairy Lunch
Drive-In
Vending Machines
2. Institutional Or Non-Profit Establishments
Service
Counter Service
Table Service
Coffee Shop
Snack Bar
Dining Rooms
Ward Rooms
Special Rooms
Banquet Rooms
Multiple Purpose Rooms
Club Rooms
Fraternity - Sorority
Self-Service
Cafeterias
Vending Machines
Mess Halls
Student and/or School Child
Tray Service
Central
Carts
Conveyors
Floor or other subdivision

B. Variations in Size

Daily Sales Volume	Classification
Under $100	Small
$101 - $300	Medium
$301 - $700	Large
Over $700	Very Large

C. Variations in Location

Downtown
Shopping Center
Neighborhood
Highway
Isolated
Industrial
Institutional
Military
Correctional
Educational

D. Variations in Hours

24 hours operation
3 meals, 9 to 12 hours
2 meals, 6 to 8 hours
1 meal, 2 to 4 hours
Nights - 6 to 12 hours

E. Variations in Clientele Emphasis

"Eaters Out"
"Diners Out"
"Casuals"
Tourists
Locals
Adults
Children

Ambiguity of the Term "Job"

Much of the confusion and difficulty in developing a concept for service industry training appears to be caused by the many meanings given to the word, "job." The dictionary gives a wide variety of definitions for it. Most books on industrial education require several pages to define what the authors mean when they use the term. Fryklund[5], for example, requires three and a half pages directly and an entire chapter indirectly to define the meanings which he employs for this word. This ambiguity in the term permits its use for the total work-responsibility of a worker, for a part of the total, for a single process or operation, or even for the materials upon which work is performed.

Removal of this ambiguity is indicated as the first project for any meaningful discussion of organization for training. Therefore, the term "job," wherever used hereafter in this discussion will mean "payroll job," defined by Fryklund as: "What the worker gets paid to do."[6]

The Task-Unit Concept

With the word "job" limited to "payroll job," the components which make it up must be defined in other terms. Where the word "job" is not used, components of the total work-responsibility are described in words of the industrial education field as *operations, processes* and/or *projects.*

Operation

Fryklund[7] gives the industrial definition of an operation as a unit of work in a job that involves the making, servicing, or repairing of something. Obviously, this definition does not meet the requirements of the service industries for a basic unit of work-activity. Therefore, for the purposes of this discussion, an operation is defined as:

> **The basic unit of work-activity, the completion of which results in a specific step in the completion of a work-sequence which terminates in an end or result.**

Thus, in the work-sequence of *Producing Cake(s),* creaming the fat and sugar together is the first operation, representing the first step in mixing cake batter. Fryklund further[8] points out the cumulative nature of operations as they progress toward an end. This cumulative process in mixing a batch of cake batter is shown in Figure 5.

---

[5] Verne C. Fryklund, *Analysis Technique for Instructors* (Milwaukee: Bruce Publishing Co., 1956), pp. 39-42 and Chapter IV.

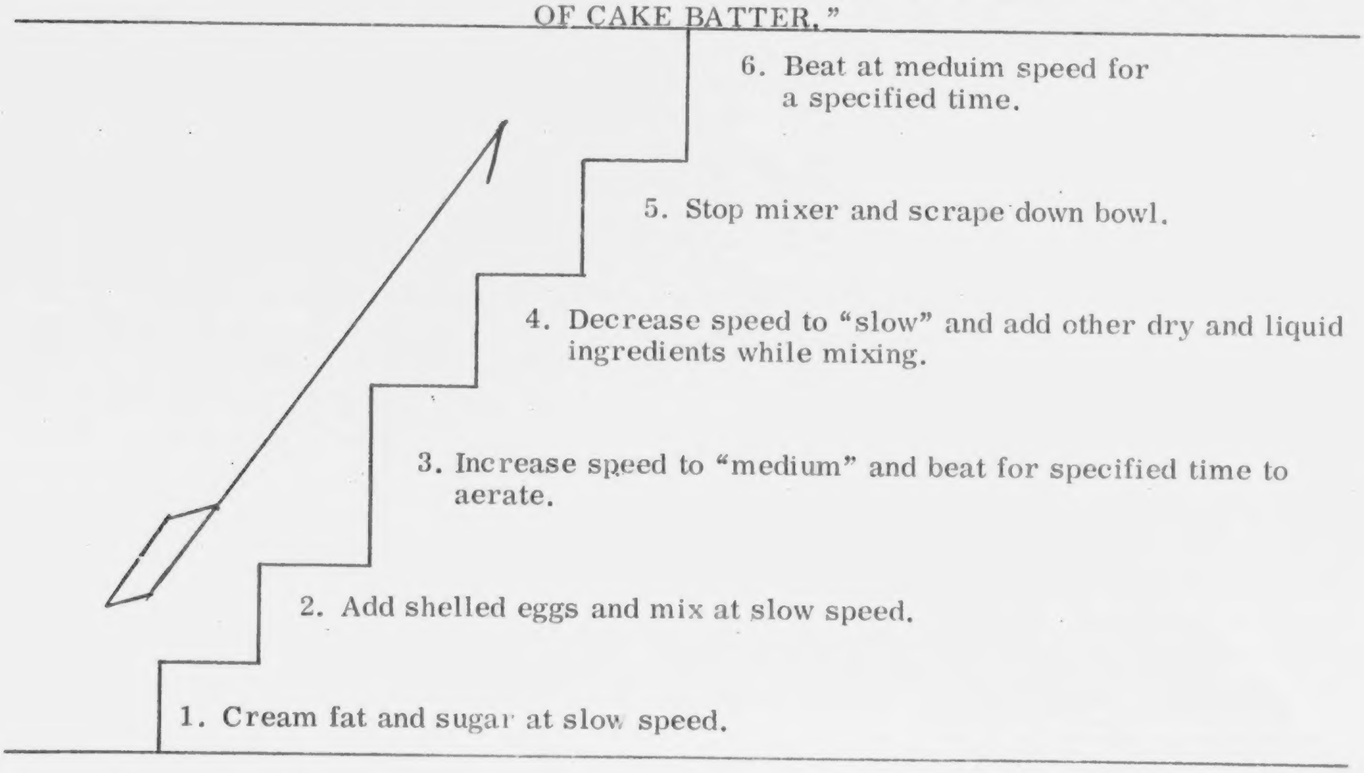
[6] Verne C. Fryklund, op.cit., p. 41.

[7] ibid., p. 46.

[8] Verne C. Fryklund, op.cit., pp. 49-50.

Figure 5

CUMULATIVE OPERATIONS AS STEPS IN THE PROCESS: "MIX A BATCH OF CAKE BATTER."



6. Beat at meduim speed for a specified time.

5. Stop mixer and scrape down bowl.

4. Decrease speed to "slow" and add other dry and liquid ingredients while mixing.

3. Increase speed to "medium" and beat for specified time to aerate.

2. Add shelled eggs and mix at slow speed.

1. Cream fat and sugar at slow speed.

Process

Fryklund[9] also mentions *process*. However, he sees it as synonymous with *operation* and feels that since operations are cumulative toward the achievement of an independent objective, the inclusion of *process* is redundant. This concept seems questionable, however, even in industrial or shop language in the case of work-sequences requiring several sequential operations in dissimilar fields; for example, machining and welding for the completion of a single complete unit of a worker's production. However, *process* has a place among the elements of work sequence if defined as:

> **An intermediate unit composed of several sequential operations, either single or cumulative, but which must be combined with the results of other and dissimilar processes and/or operations to achieve an independent end, result, or product for the total work-sequence.**

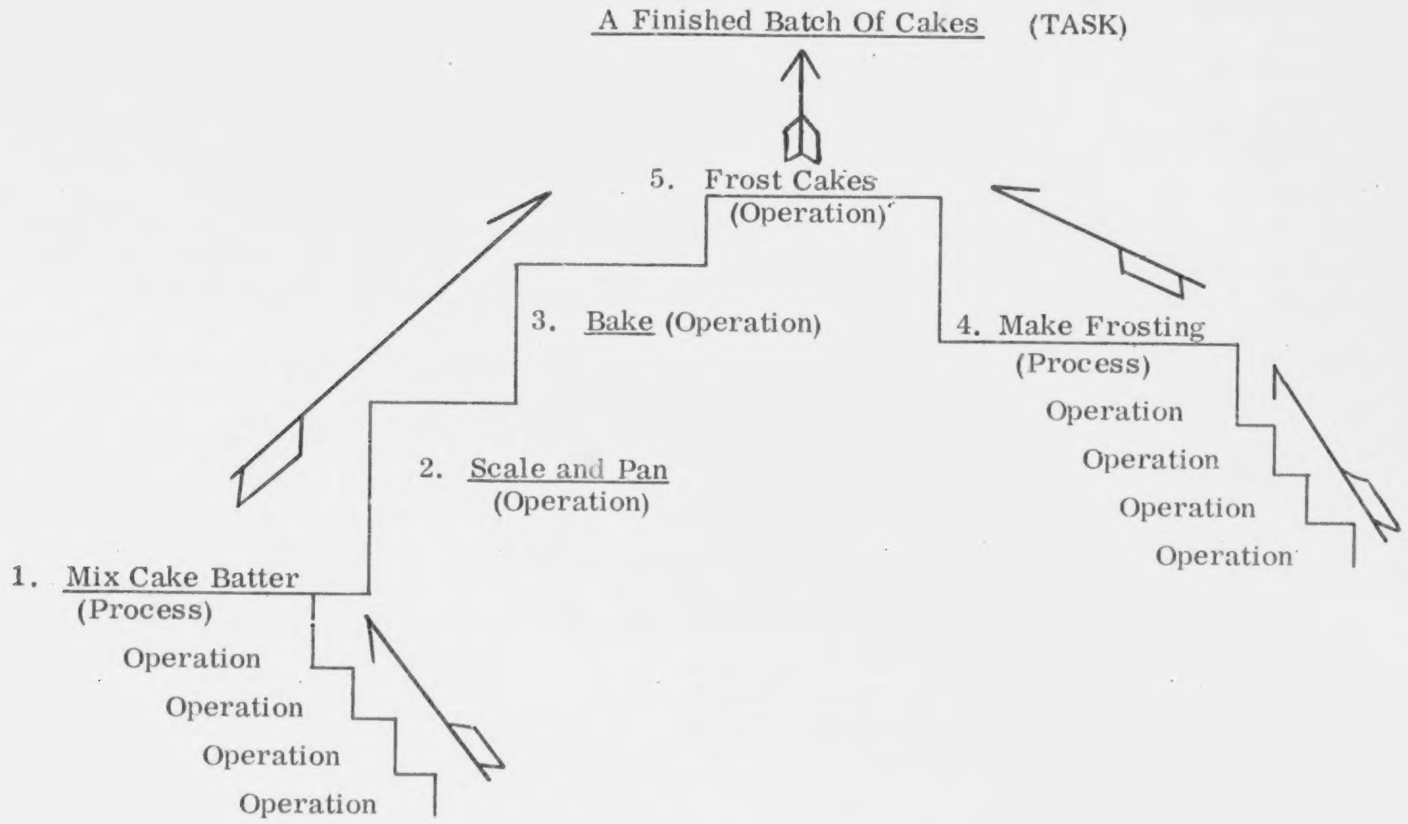
Returning to the example, "Produce Cake(s)," the operation, "cream fat and sugar," is a unit in the *process*, "mix a batch of cake batter," which is, in turn, a unit in the total work-sequence. To complete the total work-sequence, however, it is necessary to combine the *process*, "Mix a batch of cake batter," with the dissimilar *operations* of (1) scaling and panning, (2) baking, and (3) the dissimilar *process* of frosting. Thus, the *process* differs from *operation* by representing a landing where several flights of steps coming from different directions join, and from which a common stair-case leads upward to the accomplishment of the final objective, as diagrammed in Figure 6.

Task

As noted, the service industries differ from the production industries in that the work activities of service industry workers normally consist of a highly variable number of distinct work-sequences-leading-to-independent-ends-or-results. There is no word to describe such work-sequence entities in industrial education if the word *job* is limited to the meaning "payroll job" to avoid ambiguity and the resulting confusion. To meet this need, the term

Figure 6

THE CUMULATION OF PROCESSES AND OPERATIONS REQUIRED TO COMPLETE THE TASK: "PRODUCE A BATCH OF CAKES"


A Finished Batch Of Cakes (TASK)
5. Frost Cakes (Operation)
3. Bake (Operation)
4. Make Frosting (Process)
Operation
Operation
Operation
Operation
2. Scale and Pan (Operation)
1. Mix Cake Batter (Process)
Operation
Operation
Operation
Operation

---

[9] Fryklund, op.cit., p. 53.

task will be used in this discussion. It was selected (1) because it is short, (2) because it is a little-used synonym for *job,* and (3) because it has the popular connotation of a recurrent requirement or chore. *Project,* on the other hand, is more commonly thought of as a one-time, major, and usually solidly material object. *Project* is sometimes used in about (although not precisely) the same sense in industrial training literature. Task, as used here-after, will mean:

> **An operation, process, or combination of operations and/or processes forming a work-sequence which culminates in an independent end or result.**

The Task-Unit Concept of Service Industry Training

With the term *task* now identifying an *independent work-sequence,* the elements of a concept of training can be postulated as follows:

1. Tasks are generated by standards set by management to achieve the objectives of the establishment through the work-activity of the personnel employed.
2. Most of the normal work activities at sub-managerial or skill level required to operate a food service establishment may be grouped into tasks. These tasks can be identified, described, and are the same or are highly similar in all food service establishments.
3. Since each task is independent, any task required for the operation of an establishment may be delegated to any employee who meets the time-space-ability-to-perform requirements for that task.
4. The TASK, therefore, becomes the basic *organizational* and *training* unit for all activities at sub-managerial level.
5. A Task-Unit can be broken down into its included *processes* and/or *operations,* which may be precisely identified and described.
6. A standard procedure for performing each operation can be developed. The procedure can be the most efficient method for performing that operation that is known at present.
7. The operation, the standard method for performing it, and the technical information required, may be precisely detailed in a *Task Breakdown.* This becomes the *basic instructional guide,* with the *operation* as the *basic instructional unit.*
8. Jobs for individual workers may be established and described by drawing the tasks a worker is to perform from a list of all tasks required to operate a food service establishment.
9. Individual workers can be trained for their jobs by using the *Task Breakdowns* for the tasks assigned to their specific job titles. Training can be accomplished quickly and economically for the specific job without wasting training time on operations or tasks assigned to other jobs.
10. Jobs described in terms of tasks included, with the tasks broken down into both operations and procedures for performing them, provide an effective method for delegating tasks and for fixing on an individual worker the responsibility for performing properly each task delegated to him.
11. The *job descriptions* and *task breakdowns* generated by this concept are highly effective check-lists for supervisors and management. The job descriptions, when accompanied by individual time schedules, form check-lists on total *work responsibilities* while the *task breakdowns* form check-lists for the *proper performance* of each task.
12. The operational components of individual tasks do not change, but the volume of work required for each task will vary with the type, size, and hours of operation of the individual establishment.

CHAPTER III

The Need for a "Systems Approach" to Employee Training

Frank Green, the city health department sanitarian, made his monthly inspection of the Poisson Bleu on the day John Murphy worked as a bus boy. Noting an accumulation of grease and soil under a steam table, he called manager A. J. (Andy) Brown over to him, nodded toward the steam table and said, "Andy, do you see what I think I do over there?"

"That stuff under the steam table? Yes, I do," replied Andy, "I'll get someone on it right away, Frank!"

"Good," said Frank, "I'll check the wash rooms and the storeroom downstairs and look at the kitchen when I come back up." Like most sanitarians, Frank was a good scout, more interested in securing good sanitation than in marking demerits on his report.

Andy Brown looked around. The first body that met his eyes was that of John Murphy.

"Hey, you new boy!" he called, "Grab a broom, mop, and a bucket of hot water and clean up that mess under that steam table right away. Shake a leg!"

Murphy hurried to comply, and when the sanitarian returned to inspect the kitchen, he found the floor beneath the steam table gleaming in cleanliness.

The next month, however, when Frank Green repeated his inspection, there, again, was the mess under the steam table. The same scene had to be repeated, but with another boy at the business end of the mop.

Why?

Wasn't it because:

1. The task, *Clean under steam table,* had never been assigned directly to a specific individual;
2. No worker had been trained specifically to perform the operation;
3. The task had not been scheduled for a specific time, such as "3:00 p.m. on Mondays, Wednesdays, and Fridays."
4. No one had checked to see if the task had been performed as prescribed.

Mr. Brown depended upon his own casual observation to determine when cleaning was needed—as he did for most of the other aspects of sanitation in the Poisson Bleu. And he assigned the tasks to whatever employee happened to be around when he decided that a cleaning job was needed.

Don't censure A.J. Brown too much. This is an all-too-common practice in the food service industry and Mr. Brown probably learned it by example from those under whom he worked in his prior "experience." He also depended upon the "experience" of the employee picked at random for the task to be done correctly. In this instance he was lucky. John Murphy was conscientious and knew how to "do a good job" (another meaning for that ambiguous word!). But, John quit that very afternoon, remember? And Mr. Brown did not learn from that experience, although, as will be seen, he did learn from the incidents which caused John Murphy—a potentially good employee—to quit.[10]

It was quite evident that a *Systems Approach* to organization and employee training was overdue at the Poisson Bleu. A *Systems Approach* is a *total* approach—one which takes out the factors of casual observation: those snap decisions on the spur of the moment, and on-the-spot delegations to an employee who is possibly untrained or incapable of performing the task. The employee also may be overloaded, so that performing the additional task may cause him to neglect another of equal or greater importance.

A *Systems Approach* requires:

1. The identification, definition, and description of all tasks needed to operate the establishment in line with the standards desired by management.
2. The breakdown of the identified tasks into their operations and/or processes.
3. The determination of a "best" method or procedure to accomplish each task most efficiently and economically.
4. The assignment of each task specifically to an individual worker.
5. Training the assigned worker to perform each task in the prescribed manner.

---

[10] See Appendix G for "Suggested Form for Locating and Scheduling Sanitation Tasks."

6. Scheduling of the time and frequency when the assigned worker will perform each task assigned to him.
7. Supervision to see *whether* the trained assigned employee performs the specific task in the manner, and at the time and place specified.
8. Control to see that the employee does carry out the task.

Consider those points for a moment. Go over them again. Now, isn't it apparent that it is the lack of a *Systems Approach* to food service organization and employee training that causes the seemingly constant recurrence of minor crises which plague the food service manager every day? Those *little* things which should be done, but haven't been, or which have been done but done incorrectly? How much of the manager's valuable time must be taken up with unnecessary details, details which should be the routine responsibility of properly trained, specifically assigned, scheduled, supervised, and controlled workers?

Win Schuler says: *"In the early days, I would press through individual problems and, just like the average restaurant keeper, I would want to do everything. I was not doing a well-rounded job and, as a result, I was just skimming the top off a dozen milk bottles and not even getting all of the cream.*

"I decided I would do the things I like best and not sit at a desk and answer phones all day. I decided, too, that I had to trust people, and I found that the more I trusted them, the more responsibility they would accept. Since then I have delegated a great many jobs and they are now done much better."[11]

The Meaning of Education

In making a *Systems Approach* to the problem of employee training, it is well to remember that all education is, or has been, derived from experience. This may be one's own experience or the experience of others, communicated through books, teachers, discussion with colleagues, or through other media.

However, not all experience is education!

Manager A.J. Brown had an "experience" when Frank Green called his attention to the mess under his steam table. But, this experience failed to "educate" him. He did not *learn* from it. He repeated the same experience the next month and possibly thereafter! When Frank Green finally gave up and "skinned" him on his sanitation report for "dirt under steam table," it would be vain for Andy to protest. He may have had 10 years experience in the restaurant business but in this instance it looks more as though he has had one year's experience repeated nine times.

AXIOM: All education is, or derives from experience, but education occurs only when the individual *learns* from his experience.

The repetition of the *same* minor crises in a service business is *prima facie* evidence of either the unwillingness or inability of the manager to learn from experience. Unwillingness to learn is inexcusable stubbornness; inability to learn is lack of intelligence; either denotes lack of ability.

The "experience" of workers in previous situations also may either have taught them nothing or have caused them to draw erroneous conclusions, especially regarding the present situation. Therefore, previous experience cannot be accepted as a substitute for training. Not until it has been checked out to see if what the worker learned from his *prior* experience will result in a behavior pattern consistent with the standards of his *present* employer.

A further factor which is important in education and training was illustrated earlier by Andy Brown's remark to Gertie, the waitress, that: "Not much he has to know, anyway, as a bus boy." As Fryklund has so truly pointed out in discussing the difficulties which skilled mechanics encounter in analyzing the elements to be taught in industrial education,[12] Andy has considerable difficulty in recognizing elements which should be taught in a "simple" job which he mastered long ago. This is because the very elements which *need* to be taught have become so habitual with him that he does not realize that others who lack his experience do not know them.

Andy failed to tell John Murphy to separate glasses, silver, and dishes in bussing because this procedure was so habitual to him that he subconsciously considered it a universal practice which "anyone" with "experience" "ought-to-know." Had he not considered Murphy "experienced," he might have thought to explain this requirement of the Poisson Bleu. On the other hand, he might have considered it so fundamental as to be one of those things which "everybody knows" or at least that everyone who exercises "common sense" knows. This seemed logical to him in spite of the fact that the procedure which Murphy learned at the "Hen 'n Hog" is far more common in the industry than the better Poisson Bleu procedure.

AXIOM: Neither "prior experience" nor the belief that a work-activity will be guided by "common sense" is a valid reason for omitting instruction in a single operational step to a worker, no matter how simple it may appear. The only safe assumption is that the learner knows *noth-*

---

[11] Win Schuler, "It's What's Up Front That Counts," *Food Service Magazine*, August 1964.

[12] Fryklund, op.cit., p. 2.

***ing* until his knowledge has been demonstrated to the instructor either through questioning on details of his previous experience or in response to instruction given.**

There is widespread tendency in the service industries to accept evidence of experience as a substitute for training. When this is done, it is both illogical and unfair to the employee to censure him for an "error" on the basis that "he's experienced" and therefore, "ought-to-know-better." His "error" may have been the accepted practice in his prior experience.

AXIOM: An employer cannot logically expect a worker to know *anything* as a result of his past experience until he has personally checked out the worker's knowledge and skills in relation to requirements of his establishment.

There also exists a natural tendency to believe that when an objective is set, such as: "Carry soiled tableware to the dish-washing department," the worker will follow the thought-patterns of his employer in "reasoning out" the procedure to accomplish the objective. The employer also considers his thought-pattern and the resultant procedure as the "common sense" method of accomplishing the objective. Odds are that the employee will deviate from this "common sense" method, since he is not a mind reader, resulting in a further tendency on the part of the employer to consider him lacking in "common sense."

AXIOM: An employer cannot logically expect a worker to follow an approved operational procedure unless the procedure has been communicated in detail to the worker AND the worker has demonstrated to the employer that he understands and can duplicate that procedure as the employer desires it to be accomplished.

The effect of failure to train personnel in what is expected of them has been demonstrated by Halsey,[13] who lists the causes of high employee turnover as:

1. During the first month of employment—poor selection and/or poor induction into the organization.
2. From the first month to the first year—frustration resulting from poor training and failure to recognize and reward exceptional performance.
3. Among long-service employees in a growing organization—failure to provide an adequate promotion policy or other equivalent recognition or rewards.

How these factors work has been indicated to some extent in the case history of John Murphy. The factors of selection and good induction practices as they affect training will be discussed subsequently.

Stung by the "skin" on his Sanitation Report, Andy Brown started looking around for answers to his organization and training problems. It was then that he came across the *task-unit concept.* As he studied its implications, one incident after another in his own experience became a vivid demonstration of the concept.

Curious to know how he could make use of the concept in the Poisson Bleu, Andy enrolled at a local university for an evening course in "Methods of Teaching Adults." When he finished the course, he asked the local Restaurant Association to appoint a committee to work with him in developing a city-wide program of food service worker training.

Thus, the "Task-Unit Committee" of the local Restaurant Association came into being.

---

[13] G. D. Halsey, *Handbook of Personnel Management* (New York: Harper & Brothers, 1953).

CHAPTER IV

How to Put the Task Unit Concept to Work for You

"The *task-unit concept* sounds like good sense to me," said Andy Brown when the outline of it had been presented to him during his studies in Adult Education. "Now, how do I go about putting it into effect in my business?"

A step-by-step outline was developed in answer to this question, with the aid of the training specialist. This format will be followed for the remainder of this discussion. The outline is based on answering the classic one-word questions: WHAT? WHY? HOW? WHEN? WHO? and WHERE?

1. **WHAT?** Identify all the *tasks* which have to be performed to make *your* business operate as you want it to. Tasks are generated by the standards you, representing management, set. They are the work-sequences necessary to meet these standards. This first assignment for management is not easy. It requires a *complete* answer to the question: WHAT HAS TO BE DONE? How to go about it will be discussed in the next two chapters.
2. **WHY?** Break down each task into its component operations and/or processes. Question WHY each task, process, or operation must be done at all. Then, if you find it cannot be eliminated, ask WHY it is being done as it is . . . and is there a better way? Some hints on this procedure will be discussed in Chapter VI.
3. **HOW?** With the necessity for each retained task, process, and operation determined, make up a *task breakdown* for each, as detailed in Chapter VI. This will present a "best way" procedure—the way you, as manager, want each task performed to meet the standards you have set.
4. **WHEN?** Determine WHEN each task must be done. In the food service industry the customary time and duration of meal periods provides a mandatory time for many of the tasks. The type and size of your establishment will also control some of the times that tasks must be performed. You will find many tasks, however, which are independent of time. Put those tasks aside for consideration under step 6 below. Make up an ESTABLISHMENT TIME SCHEDULE. Fit into their proper time slots the tasks which you have determined are time-sensitive in fulfilling your establishment objectives.
5. **WHO?** Assign each task which appears on the Establishment Time Schedule to a specific JOB TITLE representing the individual worker who will perform that task. Allot the worker to whom a task is assigned sufficient time to perform it in accordance with the procedures provided in the *task breakdown*. But keep in mind Parkinson's Law, which states that: "Work tends to expand to fill the time allotted to it."
6. WHERE tied to Who and When: Abstract from the Establishment Time Schedule INDIVIDUAL TIME-WORK SCHEDULES for each Job Title (individual worker). Note on this time-work schedule the vacant times and location of the worker as he finishes a time-sensitive task. Now, pick up the non-time-sensitive tasks you set aside in step 4 and fit them into the time-work schedules of individual workers with relation to:
    a. The ability of the worker to perform the task.
    b. His location with reference to the task as he completes a time-sensitive task.
    c. The time the worker has available before starting his next scheduled time-sensitive task.
    d. The time each non-time-sensitive task will require with reference to the Task Breakdown procedure for it—and Parkinson's Law.

    In this process, you will have answered the questions WHAT? WHY? HOW? WHEN? WHO? and WHERE? for every operation necessary to meet your standards in the conduct of your business. Scheduling will be discussed further in Chapter VIII.
7. Abstract from the individual work-time schedules for each Job Title (individual worker) the Task Names for tasks allotted to that individual's job. This is the JOB DESCRIPTION for that Job Title[14] (particular worker's assignments).

---

[14] See Appendix A for a typical Job Description derived in this manner.

8. From the characteristics of a worker needed to meet the task requirements of each Job Description, make up a JOB SPECIFICATION[15] for the *minimum* personnel requirements to perform all tasks included in that Job Title.
9. From the Task Names in each Job Description plus orientation and motivational subjects, make up an INDIVIDUAL TRAINING or RETRAINING PROGRAM for each Job Title, as discussed further in Chapter VIII (Figure 24).
10. Train or retrain the individual worker as discussed in Chapter VIII.
11. Provide for constant supervision of performance with reference both to procedures employed and results obtained. Continue to ask WHY and search for better procedures and results. Remember, today's "best way" is but a step toward tomorrow's "better way."

There is really nothing new about this concept or its application. It is simply a *Systems Approach* in applying the time-proved apprenticeship method of service employee training to modern conditions of fast-moving operation, worker mobility, and large quantity production.

"But," Andy Brown protests, "Your *Systems Approach* and the 'Task-Unit Concept of Employee Training' are impossible for me! I'd never be able to identify all the tasks at my place, and break them all down into operational steps, time schedule them, group them into jobs, and train each employee in each operation, task-by-task!

"For one thing, you say that the *Systems Approach* must be total, must include all tasks and all jobs. I'm sure I'd miss some, especially those that don't come up often.

"Another thing, I don't have time. I work 16 hours a day now and never seem to have a minute to spare. When would I get the time to do all that detailed work?"

Whoa! In fact, let's back up a bit. Perhaps *we* have been going too fast!

First, while the *Systems Approach* is a *total* approach, nothing has been said about it all having to be done at one time. Try out this concept by selecting that part of your personnel where you are now having the most trouble with turnover.

Your service employees, is it? Or your lower level kitchen and sanitation employees? *Take* time to do a thorough program *on this block.* When you do, you will find the time it *releases* you from time-consuming and irritating minor details will *give* you the extra time to go on, block by block to other areas.

This released time comes from the time you now spend recruiting, perhaps in desperation, hiring anyone who comes along on a continuing emergency basis, "training" often as sketchily and inadequately as Andy Brown did John Murphy. Released time also comes from assigning and following up on tasks which have not been precisely assigned to individuals and scheduled for performance, but which appear to be continually popping up out of nowhere. Time is saved by correcting the errors and omissions of your "experienced" personnel who "ought-to-know" but who don't since you have never told them specifically *what* tasks are their responsibility, *how* you want each task performed, *when* it is to be performed, *where* you want it done, or explained *why* you want it done precisely as directed. Most people—including *your* personnel—will accept responsibility and perform satisfactorily if these five questions have been answered to their satisfaction.

Second, don't worry too much about missing that task that appears only occasionally. Take it as it comes. When it pops up the next time, get it done on emergency basis—but *don't forget it!* Analyze it into its elements *at the time it occurs.* Then you won't forget any of its details. Also:

1. Make up a Task Breakdown on it—a "best way" to do it.
2. Determine the frequency of performance it requires and schedule its performance.
3. Scan your individual work schedules for time and proximity of a worker to whom the task should be assigned.
4. Assign the task to the selected Job Title. Inform and train the worker presently holding that job title in the performance of the task, and enter it on his work schedule.
5. Enter the task in the Job Description of the selected Job Title and provide training for it on the Individual Training Program for the Job Title, to insure the training of future workers.

Third, don't be bound by custom in assigning a task to a Job Title. Remember that the task is a work-sequence which leads to an *independent result.* The only criterion on who should do it is the time-space-ability-to-perform concept. This concept will provide you with far greater flexibility in your work-force, greater efficiency, higher production per man hour, and fewer man-hours per dollar of sales. Occasionally, you may run up against some artificial block, like union rules. However, the unions in this field are beginning to realize that the industry's real competition is the "free" labor of the housewife,[16] and that the best guarantee of increased wages is higher production per man-hour. On this basis they are increasingly amenable to reason on work rules.

---

[15] See Appendix B for the Job Specification derived from the Job Description in Appendix A.

[16] Supra Putsch, p. 9.

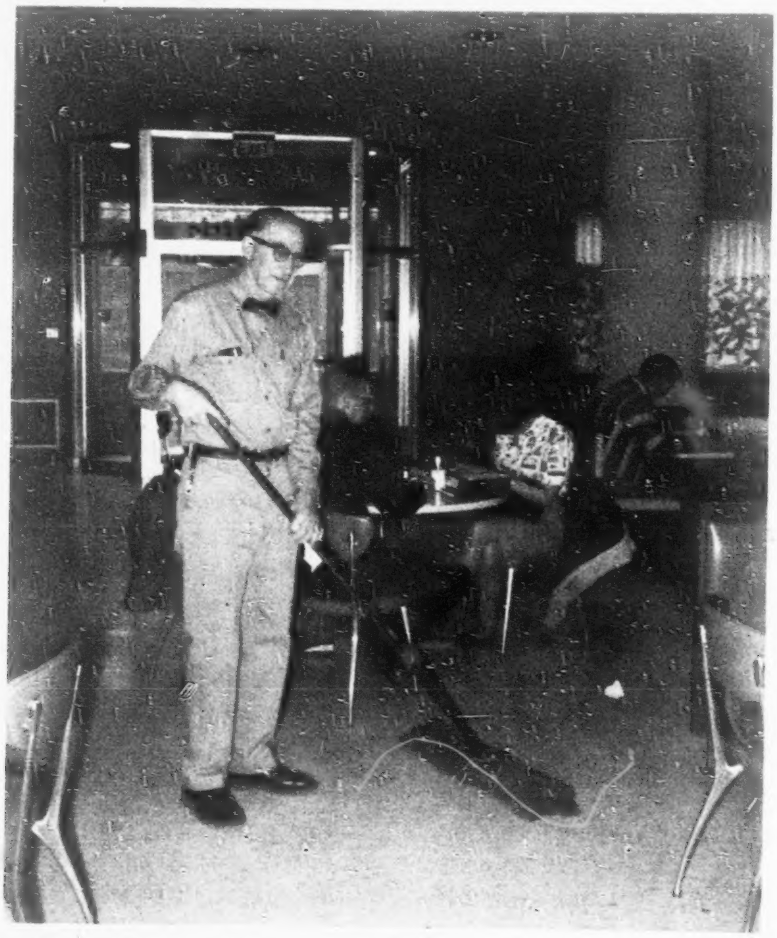
Fourth, it isn't necessary for you to work alone. Since the tasks necessary to operate a food service establishment are the same or very nearly so at sub-managerial level in *all* food service establishments, the managerial task of identifying and breaking down those sub-managerial tasks can be shared with others. One establishment can do one of the "blocks" (which will be discussed in the next chapter), another can do another "block." Task breakdowns may then be exchanged. If a group of restaurants share this work, the entire task can be done very quickly—and with little effort on any one manager's part. Should a substantial part of the industry get into the act, it could be done almost over night!

Additional assistance may be drawn from the equipment manufacturers who can quickly and easily rewrite their individual operating instructions, cleaning instructions, and maintenance instructions in the standard Task Breakdown form for their own equipment. Food processors and manufacturers could help by writing their instructions and recipes (which, as will be seen later,[17] are the Task Breakdowns for the food production block) in standard Task Breakdown form.

The Task-Unit Concept would be a relatively simple task for a group such as a local Restaurant Association, and a very easy task for the entire industry.

Further, the more establishments that participate in a project of this kind, the more "best ways" will turn up in the Task Breakdowns. The more alternatives there are from which to choose, the better will be the final choice. Should a significant part of the industry take part and the task breakdowns developed be submitted to a central source, such as the National Restaurant Association, for evaluation and research, electronic computers could be put to work, hastening discovery of the best method for accomplishing each task with maximum efficiency!

Thus, the *Systems Approach* to the problem of employee training under the Task-Unit Concept represents a highly practical project when undertaken either from a group or an industry-wide standpoint.



He "ought-to-know" how to sweep without raising dust—but does he? Have you shown him how or checked to see?

---

[17] Infra., p. 39

CHAPTER V

A Functional Analysis of the Food Service Industry

"Our local Restaurant Association wants to try out your *Systems Approach* using the Task-Unit Concept of Training," Andy Brown commented a few days after the conversation recorded in the last chapter. "We want the details on how to go about it as a group," he said,

Objective

The first essential in planning is to determine the objective clearly. Education, as a derivative from, but not synonymous with experience, was discussed in Chapter III.

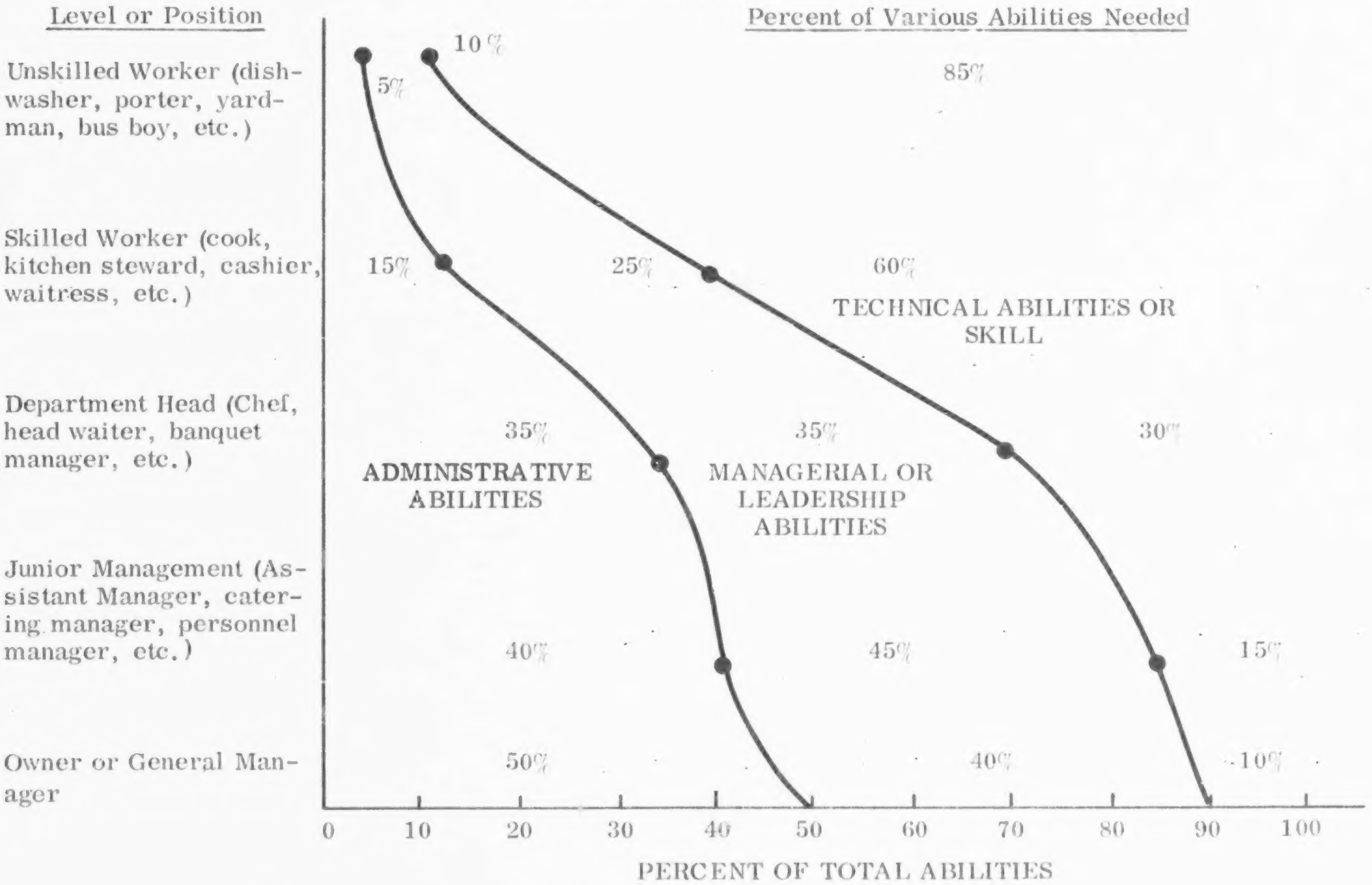
It is now time to recognize that there are two areas in the field of learning. These areas are generally categorized by the terms *education* and *training.* The difference between the two areas is that *education* is generally associated with the learning of mental skills and reasoning of a more-or-less abstract type, while *training* normally suggests learning in the field of manual skills.

Thus, we speak of "education" for management, "education and training" for middle management and supervisory roles, and "training" for the worker up to skill level. These distinctions, however, cannot be sharply drawn. Fayol[18] has shown that even top management requires some manual skill knowledge, and that the unskilled worker at the lowest level of employment requires some administrative ability to organize his own work and some managerial ability to get along amicably with his fellow workers.

Fayol's tables, as applied to the food service industry, are shown in Figure 7. He divided total abilities of

Figure 7

ABILITIES REQUIRED AT VARIOUS LEVELS IN INDUSTRY ACCORDING TO HENRI FAYOL



---

[18] Henri Fayol, *General and Industrial Management,* tr. by Constance Storrs (London: Pitman and Co., 1949).

the individual into three categories: administrative abilities, related (here termed "managerial" or "leadership") abilities, and technical abilities or skills.

The Task-Unit Concept is applicable primarily to the technical abilities or skills. Hence it is most useful in training unskilled workers into skilled workers. These workers have been estimated by such experts as Travis Elliott[18a] and Harry Pope[19] to compose from 80 to 90 percent of the work-force in the food service industry.

Pope and Elliott state that such training is best given "on-the-job." The Task-Unit Concept is in agreement, PROVIDED THAT:

1. Training is planned to cover all elements of the skills which will enable the worker to perform the tasks required in his job.
2. The training is programmed efficiently to cover the required subject matter in a minimum of time consistent with the learning ability of the individual worker; and
3. That subject matter is presented in such form that the learner cannot only understand and absorb the knowledge taught but also that he can be tested for his understanding of and ability to apply the knowledge or skill taught.

AXIOM: Mere "learning by absorption" in a-hit-or-miss manner is NOT "on-the-job training." Training must be well planned, thoroughly organized, properly presented, and the learner tested in his ability to apply that which is taught if it is to be effective.

The objective of the Task-Unit Concept for effective on-the-job training of skill-level employees in the food service industries therefore may be stated as:

> "To devise a plan through which individual food service operators can train employees in the skill-based tasks included in their jobs to the end that each employee:
>
> 1. Can perform the tasks assigned to him with competence and confidence;
> 2. Can meet the standards of performance demanded by the individual establishment;
> 3. Is capable of assuming the responsibilities for the effective performance of the tasks assigned to him to establishment standards;
> 4. Will relieve management of the time-consuming necessity of making repetitious task assignments and many minor decisions now prevalent in the industry; and
> 5. Will assure a uniform standard of excellence in all phases of serving food to the public."

As noted previously, while the Task-Unit Concept implies a total or *Systems Approach* to the problems of employee training, this approach may be made by logical unit increments within the establishment which have been termed "blocks." The determination of the areas and extent of these organizational "blocks" is the objective of the following functional analysis of the food service business.

Basic Function of Food Service

The basic function of all establishments in the food service industry is the preparation and service of food for immediate human consumption. This function applies, whether the establishment is a commercial restaurant, a school lunchroom, or a hospital.

Since the basic function is the same for all establishments, it follows that the sub-functions (blocks, jobs, tasks, processes, and operations) through which the function is performed are also the same or so similar that they may be considered so for the purpose of organizational or functional analysis.

The exercise of the basic function in a food service establishment requires a series of operations and/or processes, tasks, and jobs which are intimately related. Analysis of such a complex establishment into its minimal component operations may seem almost impossible at first glance. However, if the analyst starts with the question, "What has to be done to accomplish the basic function in terms of task-units?", instead of the traditional approach, "Who will do each conventionally defined job?", the perspective begins to clear.

The skill-level "tasks" must be performed in every food service establishment, large or small, and of any conceivable type, and with any conceivable service or delivery system from receiving dock to the customer, patient, or other consumer. Functionally, the tasks fall into a definite pattern of sequential blocks, or groups of closely inter-related jobs which together accomplish a sub-function, or "block." These groups are related to each other only at the sub-functional level. Hence, they may be analyzed individually for their component tasks.

To understand application of the Task-Unit Concept, it is necessary to analyze a food service operation from the standpoint of function.

AXIOM: From the standpoint of function, all food service establishments may be generalized. All the sub-functions required to serve food prepared for immediate human consumption must be performed by *someone*, whether one man in a beach

---

[18a] Travis Elliott, Management Consultant to the National Restaurant Assoc., in Executive Development Course, N.R.A. Convention, May 1964. Confirmed by personal communication to the author July 1965.

[19] Harry H. Pope, Well known and successful St. Louis, Missouri restaurant executive in lectures on restaurant employee training. In confirming by personal communication to the author, July 1965, Pope says: "This is conservative—we are doing 100% now!"

hot-dog stand or by many specialized workers in a large hotel, restaurant, or hospital.

The differences which exist between establishments depend on the volume of work required to perform each task rather than the task itself. Hence, as the *volume* of work *increases,* the *number* of different tasks which can be accomplished by the individual worker *decreases,* and the number of workers employed by the establishment must be increased.

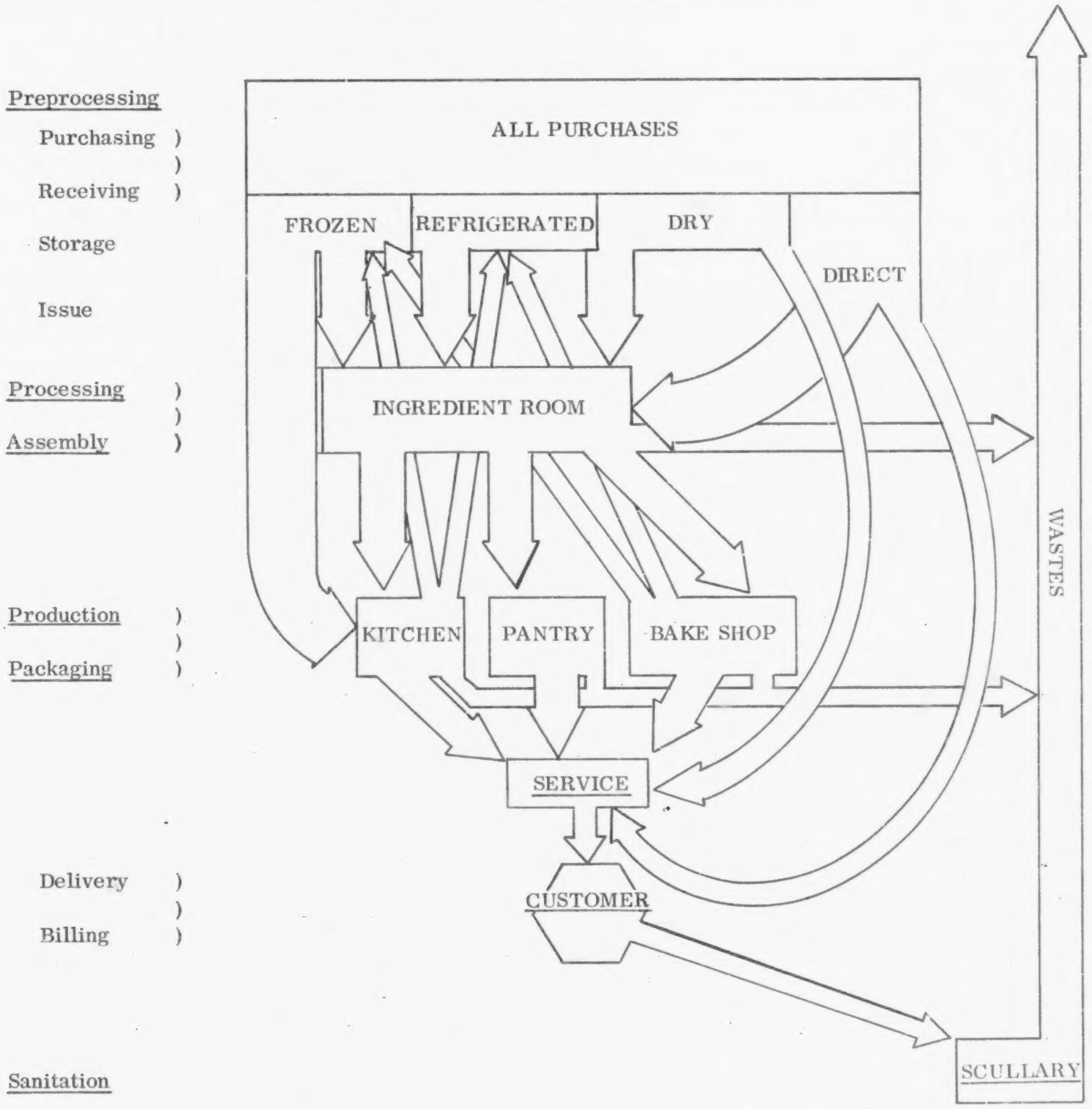
This principle explains why standard Job Titles and training programs based on conventional Job Descriptions are valid only for the decreasing number of traditionally organized, staffed, and operated food service establishments. Even for these, the Job Titles are valid only when they are of an optimum size and type, with conventional operating hours.

Beyond these few establishments, the conventional and traditional food service organizational structure is hopelessly obsolete. Attempts to conform modern practice to it are ineffective and frustrating.

To understand and appreciate this functional approach, it is necessary only to follow a flow-chart through a stylized food service establishment and observe its activities. A typical flow-chart is shown in Figure 8.

Figure 8.

FOOD SERVICE ESTABLISHMENT FLOW CHART


Preprocessing
Purchasing
Receiving
Storage
Issue
Processing
Assembly
Production
Packaging
Delivery
Billing
Sanitation
ALL PURCHASES
FROZEN
REFRIGERATED
DRY
DIRECT
INGREDIENT ROOM
KITCHEN
PANTRY
BAKE SHOP
SERVICE
CUSTOMER
WASTES
SCULLARY

Let us start our trip through this hypothetical establishment at the top, picking up the owner or manager. It is best to start with the "head man" because all of the policies, directives, programs, and other factors which affect the training of workers are a reflection of his attitudes, beliefs, and personal competence. He and his staff are the first block—the keystone of the arch. The structure stands or falls through the strength or weakness of this block. His responsibility with respect to the entire enterprise is total and awesome. How does he exercise his authority and meet his responsibilities?

MANAGEMENT— the Keystone Block

What, exactly, is a manager's job? Everything he can't get someone else to do? It would seem so from observation of many food service establishment managers. Why can't the manager get someone else to perform a task? Is it because he feels that, "It is easier to do it myself than to train someone else to do it the way I want it done?" But, what about the next time that task has to be performed—and the next? Is he going to take his valuable time from the functions of management to perform tasks which he knows should be done by a far lower paid employee? Probably they can be done by that employee as well or better—*if* that employee has been properly trained.

> AXIOM: **The manager who performs a task which could be accomplished as well by a lower paid employee who has been trained to do it STEALS from the enterprise the difference between *his* pay and that of the employee.**

Startling, isn't it? During the time it takes to perform this task he also is neglecting the PRIMARY FUNCTION in management: Getting things done through people. He did get the thing done, which is half of his job. Under emergency conditions that half may warrant the expense. But, the fact remains that to the difference in pay mentioned above he should add *another half of his pay* for the time spent on that task to compensate the enterprise for the neglect of his primary responsibility. Pretty expensive, wasn't it? How can this charge be justified? Because by exercising his proper functions of management, he should have planned, organized, directed, supervised, coordinated, and controlled his human resources to the end that the worker who *should* have performed the task in question *would* have done so.

SUPERVISION the Cornerstone Blocks

A manager cannot be everywhere and see everything that is going on at once. If he is in the kitchen he can't watch what is going on in the dining room: the service his customers are receiving, how the food appears when set before them, and how they react to his food, atmosphere, and service. Yet, the *satisfaction of the customer* is the life-blood of the food service business. The word-of-mouth comments to others build the "image" of his establishment and the "image" brings customers in or keeps them away.

If he is in the dining room all the time he can't watch the vital activities of the behind-the-scenes departments, where that part of sales representing the establishment's profits is increased or decreased by the intelligent application of what James Murphy[20] terms the "factory approach in food production." The manager, therefore, needs assistants who will perform these functions and others for him. These are his supervisors, the cornerstones of the enterprise of which he is the keystone. They are his eyes, ears, and representatives.

The word, supervisor, is derived from the two Latin words: *super,* meaning "over," and *videre,* meaning "to see," hence to "oversee." Looking back at the Fayol scale,[21] note that the assistant manager or supervisor requires a high degree of administrative and other managerial ability as well as a considerable degree of technical skill. He is classed as *middle management.*

Administrative ability may be defined as ability to exercise ably the functions listed previously in the management block. Other managerial abilities of middle management include ability to *see,* to *analyze* what is seen, and to *lead* those under them in carrying out plans, policies, and orders issued by top management.

As mentioned previously, top management needs about 10 percent of its abilities in technical skills, including knowing: (1) what results it wants and the technical limitations in achieving the ideal, and (2) either how to accomplish these results or sources of information for accomplishing them. The *supervisor* must go further, having sufficient knowledge and skill to produce the products desired by management, and train the workers who will produce these products. Then the supervisor must see that the workers they direct perform to meet management's standards through the exercise of control.

---

[20] James Murphy, General Manager, Schneithorst Restaurants, Inc., St. Louis, Missouri, in address to the Seventh Annual Food Service Industry Short Course, University of Missouri, March 1965.

[21] Fayol, op. cit., supra, p. 19.

A few searching questions will reveal the adequacy of supervision in any given food service area. Does the supervisor know *exactly* the tasks which each person under his supervision is assigned to perform? Exactly *what* tasks are in his area of supervision? Are these tasks identified and completely and understandably defined? Are they all assigned to specific workers, to be done in a specified way? Has this method been explained and demonstrated to the worker and repeated by the worker so that the supervisor *knows* his directions have been *understood* and that the worker is *able* to perform them?

Why did the manager have to call John Murphy to clean up the mess under the steam table? "Oh, that task hasn't been assigned to any one in particular," he said. How many more tasks were there in his area *like that?* How much time must he spend every day finding individuals and ordering them to do those unassigned tasks? And, how much time does he spend in training those individuals he picks at random or supervising to see that they perform the tasks to meet the standard required?

How quick is the supervisor to see and catch deviations from the prescribed procedures? How certain is it that he will make prompt and vigorous corrections for deviations, to prevent the development of poor work habits?

What are those two waitresses doing over in the corner with their backs to the dining room? How tactful is the supervisor in making corrections? Does he study the characteristics of his workers as individuals? Know when to pat-on-the-back, or when to kick-in-the-pants? Does he use a written check list? Individual work-time schedules for his workers? Regularly? Or does he put too much "super" and too little "vision" in his job of supervising?

AXIOM: Supervisors must know every task which must be performed within their areas of supervision; they must have each task definitely assigned to a specific worker; and they must be certain that the worker to whom each task is assigned knows his assignment, the approved procedure to be followed in performing it, and the time and place it is to be done. He must supervise to see *whether* the assigned worker performs the tasks. He must control to see that management performance standards are met in every detail. He must coordinate the work of the workers under his supervision to the end that working processes flow smoothly, freely, and without "bottlenecks" within his area of supervision and at points of contact with other areas.

For example, the dining room supervisor must control the conduct of waitresses in their contacts with cooks and the kitchen supervisor controls conduct of cooks in their contacts with waitresses.

Management's area of *coordination* and *control* should be exercised *through* supervisors; its area of supervision should be general over-all phases of the operation. In this connection, the cardinal sin, the one unforgivable offense against effective management is for *any* level of management to violate the chain of command, the "one-man-one-boss" principle. Not only did Andy Brown violate this basic principle when he directed John Murphy to clean up the mess under the steam table, but his action implied to the chef that he was inefficient in his supervision of the kitchen and since he couldn't seem to do his job, the boss was doing it for him. And, the chef's reaction? He was happy to be relieved of his responsibility. He stepped out of the way—permanently! The result? Next month an exasperated Frank Green, feeling that his desire to be helpful was being flagrantly abused, gave Andy Brown a "skin" on his sanitation report—and rightfully so!

AXIOM: Control is most effectively exercised by holding *one individual* completely responsible for the achievement of each task assigned to him. An individual in the chain-of-command who has other workers under his supervision is solely responsible to the next higher echelon of command for not only his own work but also *for the work of all who are under him.*

Directives, reprimands, praise, and rewards should follow rigorously the chain-of-command. Exceptions: (1) In emergencies *only, corrections* may be made by anyone with authority over the worker, but in this case the worker's immediate supervisor must be notified at the first opportunity. Any disciplinary action, including reprimand, must be accomplished by the *direct supervisor.* (2) Praise or rewards may be given by higher echelons, either (a) at the request of the immediate supervisor or (b) when care is taken to recognize the part played by the immediate supervisor's leadership in the successful achievement of the worker.

Thus, a supervisor's job requires more than technical ability, no matter how great that ability may be. Successful supervisors must be able to administer through the application of the functions of management. They must be leaders, teachers, and counsellors, "bears for detail," sharp of sight for deviations from standards either in performance or results, and unafraid to take prompt and decisive action in control.

Quite an order, isn't it?

Yet, the characteristic of the really successful executive which sets him apart from the common herd is his ability to select, train, motivate, and surround himself with that kind of assistance. This leaves *him* free to do *his* job of management on a full-time basis.

AXIOM: The income of an owner-manager, assistant manager, or supervisor who engages in work below the level of his grade will be the average of the salary for managerial employment and the salary appropriate for the sub-managerial work for the time he spends on the sub-managerial work.

Stands to reason, doesn't it? So much so that the trained management consultant when making a management survey questions the *motives* of any management or supervisory personnel he sees doing work obviously below his level of employment.

He attempts to determine:

(1) Is he doing this work in an emergency which will justify the expense of the time spent *at his rate of pay?*

(2) Is the "emergency" a result of his or another manager's failure to provide against it through the exercise of the functions of management which would provide a worker trained and able to do the task he is doing at the *appropriate rate of pay for the task?*

(3) Is he doing it knowingly with the express purpose of maintaining or increasing his skill or attempting to find a better, more efficient way of performing the task?

(4) Is he occupying his time in this way simply to avoid facing up to the demands and responsibilities of the management job for which he is being paid? Such occupation with a lower level of work-activity may indicate he feels himself inadequate.

Managers and supervisors, of course, need to identify their own tasks[22] and one of those tasks is the employment *and training* of workers at every level who can perform the sub-managerial tasks competently. Management is a full-time-plus-lots-of-overtime job without diluting it by performing tasks which can be done as well by workers whose time costs much less.

Drucker[23] believes that the first-line supervisor is the only individual who can bring about peak performance for all workers. Leed[24] points out that this supervisor must develop objectives for each worker's performance which integrate the worker's objectives with those of the supervisor's work group. The work group objective, in turn, must integrate with the objectives of the entire enterprise. Management (in which Leed includes all levels) must plan, schedule, train, and motivate all of its workers to achieve peak performance in terms of the quality and quantity of their output.

It should be noted that beyond providing management with the source materials for training workers, this publication is not concerned with the education and training of personnel above worker level.

There are excellent institutions of junior college level throughout the nation which give training adequate for the supervisory and middle-management positions in the food service industry. Institutions of degree-granting rank supply education for the top management positions including graduate degrees for hospital and industry dietitians, special staff, and industry research personnel.[25] Education at these institutions, together with relevant internship or on-the-job training, has become a leading factor for rapid progress to supervisory and management positions in all phases of the food service industry. With the industry growing technical so rapidly, such formal training is becoming increasingly important as a door opener to upper-level positions.

Let us now mount the loading dock and enter the hypothetical establishment's back door with its manager.

PRE-PROCESSING

The first functional block encountered may be termed preprocessing. Its functions include those of:

1. The purchase of materials and supplies for the establishment.[26]
2. Receiving, inspecting, and recording of incoming materials.[27, 28]
3. Intra-organization distribution of items received, as in Figure 8. Destination of the items depends on their type, use, and packaging when received, inventory consideration, state of processing as received, and perishability of the materials.
4. Storage Areas—dry, refrigerated, and frozen. Freezer storage is becoming increasingly important. More

---

[22] See Appendix I for a suggested Job Description for an owner or manager.

[23] P. F. Drucker, *The Practice of Management* (New York: Harper and Brothers, 1954).

[24] Leed, op.cit., p. 79.

[25] For lists of schools offering courses in phases of food service operation and management at all levels see: *Directory of Schools and Colleges Offering Courses for the Training of Managers, Supervisors and Workers in Hotels, Restaurants, and Institutions* ,Ithaca, N.Y.: National Council on Hotel, Restaurant and Institutional Education, Statler Hall, Cornell University, current edition).

[26] For additional information see: Lendal H. Kotschevar, *Quantity Food Purchasing*, (New York: John Wiley & Sons, Inc., 1961).

[27] For additional information see: *Food Management Program Leaflet No. 3* (Amherst: Cooperative Extension Service, College of Agriculture, University of Massachusetts, 1962); and

[28] Brodner, Carlson & Maschal, *Profitable Food and Beverage Operation* (New York: Ahrens Publishing Co., 4th ed., 1962), Chapter VII, pp. 100-110.

items in all stages of processing and preparation are being purchased in various types of frozen states. The expansion in this direction may be curtailed in the near future by developments in other methods of preservation, such as the irradiation process. [29, 30]

5. The controlled issue and accounting of materials from storage areas to processing assembly, production, delivery or service areas.[31, 32]

FOOD PROCESSING

The second major block is that of food processing.[33, 34] In this block food materials are subjected as purchased to the processes which render them "production ready," such as washing, peeling, cutting, and butchering. There is a growing trend toward drastic curtailment of the work traditionally associated with this block. Additional processing by mass production processor-vendors may result in significant economies in the purchase of commodities in "production-ready" or near-ready state.

Costs in processing include not only the cost of raw materials. Other costs are labor used in processing, space rental, interest, depreciation, operating, maintenance, the absorption of the loss in waste and shrinkage, costs of bulk handling and storage, power for processing, and so on. Unless labor, space, and equipment can be used on a continuous and maximum basis, the cost of processing is generally significantly higher per unit for the individual food service operator than for specialty mass production vendors. Mass processor-vendors sometimes can even offer processed items at little over the cost of the raw food alone.

This permits the operator of a food service firm to save on investment, space, labor, power, storage, waste, and shrinkage costs. Such outside processing now ranges from delivery of potatoes, freshly peeled and cut ready to French fry, to ready-to-serve pies and other baked goods. With completely ready-to-serve products, the food service operator becomes simply a retail outlet for the producer; his prime functions become those of merchandising and service.

An additional factor which may sometimes be of value in mass processed foods is the possibility of standardization and quality control. For example, the starch-sugar ratio in potatoes cut for French frying is a major factor in securing uniform quality in the finished product. Control of the ratio is not practical for the individual operator but the large scale vendor may find it pays.

On the other hand, competition often makes it difficult for the food service operator to secure the quality he desires in pre-processed foods. This is caused largely by the "price shoppers" within the food service field. Too many food service operators buy pre-processed or products on the basis of price alone. Since the mass producer-vendor must depend on volume, he must adjust his prices to meet the average demand and his quality to make a profit on his merchandise. This "average" is simply another way of saying "midway between high and poor quality" and, therefore, mediocre.

Thus, food service operators who require high quality merchandise to please a discriminating clientele find considerable difficulty in purchasing it pre-processed, even though they are willing to pay a higher price for it. As in all phases of production and sales, *mass* production must meet the *mass* taste in order to create the *mass* demand which makes it possible!

There will always be a market—small, no doubt, but present—for *quality* food, exquisitely prepared and served for a discriminating clientele. There will also be a market for cheap, poor quality food for those who either lack discrimination, usually due to background and training, or who place other values higher than food quality.

The market to which an individual establishment will cater is a management decision. But, it will drastically affect the extent of processing and production to be done in the establishment, particularly as the so-called "convenience foods" gain acceptance in the mass market.

The problem facing food service management in this respect is similar in many ways to that of the industrial manager in determining whether to make or to sub-contract the production of specific parts and sub-assemblies which enter into his major products. It is, perhaps, significant that some of America's largest industries sub-contract the production of elements of their products, often to relatively small independent establishments. Use of "convenience foods" in any form is a method of "sub-contracting" food production.

Food service operations catering to the "quality" trade, the "restaurants of distinction," will still have to do a major share of their own food processing and production. Their discriminating clientele will not accept the mediocre products of mass production.

One possible alternative may be suggested. Multi-unit chains or voluntary independent groups of high quality food service operations could afford to consider the establishment of central contractual or "cooperative"

---

[29] Brodner, Carlson & Maschal, *Ibid.*, Chapter VIII, pp. 112-124.

[30] *Food Management Program Leaflets*, op.cit., Nos. 2, 4, & 5.

[31] Brodner, Carlson & Maschal, op.cit., Chapter IX, pp. 125-129.

[32] Welch, John M. *Analyze Your Food Cost* (Columbia, Mo.: Extension Circular No. 723, Agricultural Extension Service, University of Missouri, 1960), p. 10.

[33] Lendal H. Kotschevar, *Quality Food Production* (Ann Arbor, Michigan: Edwards Bros., Inc., 1964).

[34] Brodner, Carlson & Maschal, op.cit., Chapter X, pp. 130, 144.

food processing plants serving their groups. Operations of this kind are already in existence, particularly in large Universities where they serve a number of residence hall units and student unions with foods processed to varying degrees.

ASSEMBLY

The third major block is the ASSEMBLY of food ingredients in the kinds, amounts, and states of processing required by standardized recipes for specific, management decided numbers or portions prior to final combination and production of menu items.

Traditionally, the assembly function has been combined with that of production. It has been performed by the more highly skilled production employees, the chefs, cooks, bakers, and pantry personnel. This results in economic loss. Time devoted by skilled labor to tasks which can be performed just as well by less skilled workers reduces both the time and energy available for the skilled production activities for which skilled labor draws higher pay.

Second, for the skilled worker, much the same situation prevails as with management when it performs work activity below its level. The axiom may be restated as follows:

AXIOM: **The skilled worker who performs a task which could be accomplished as well by a lower paid, less skilled worker, increases the cost of performing that task by the difference between his pay for the time required to accomplish the task and that of the lowest paid worker who could accomplish it. An indirect charge should also be made for the reduction in skilled productivity resulting from the loss of time and energy on the part of the skilled worker in performing the unskilled task.**

The traditional method of kitchen operation, under which the cook, baker, or pantry girl procures materials from the four corners of the kitchen and perhaps a basement or other widely separated storeroom, to produce a menu item is a handicraft procedure as obsolete as requiring one person to assemble an automobile, television set, or other apparatus in industry.

The food service industry has been slow indeed to recognize this principle and to adopt the "factory approach." It is one of the reasons why the industry's dollar-sales-per-employee is one of the lowest among American industries. It is also why wage rates remain well under rates for comparable skills.

AXIOM: The wage rate which an establishment can afford to pay a skilled worker is the average between the rate it could afford for maximum skilled production and the rate for unskilled labor for all time the skilled worker spends on unskilled tasks.

This obsolete, handicraft system penalizes both management and the skilled employee. Modern operations, particularly the growing multi-unit chains, are now recognizing the fact. They are installing "ingredient rooms" within or immediately adjacent to storage areas. These rooms combine the functional blocks of processing and assembly.

Standardized recipes are provided to the ingredient room supervisor. These give the amounts of each ingredient required for a specific, *management decided number of portions* for each item on a day's menu. A copy of the menu and a kitchen production schedule are included.

The ingredient room supervisor and his crew assemble all ingredients called for on the standardized recipes into production-ready packages, doing all necessary weighing, measuring and processing of ingredients. Work priority is determined by the production schedule.

Production ready "packages" containing all ingredients required for the production of the number of portions called for in the standardized recipe, sub-packaged labeled, are delivered to the final processor (cook, baker, or pantry) *at time shown on the kitchen production schedule.* This time is the final processor's "start production" time.

The "start production" time shown allows the production worker responsible for the final production of a specific menu item sufficient time to combine and finally process (cook, bake, set up and so on) the ingredients before the time designated as "ready-to-serve." This eliminates both the tendencies of cooks to over-produce and to prepare too far ahead. No more mashed potatoes on the steam table at 10:00 a.m.; no more over-cooked vitamin depleted vegetables, or wilted, bedraggled salads. No more "cook's guess" over-production.

The only food materials in the "ready-to-serve" section of kitchen, pantry, or bake shop are those in "production ready" packages for specific numbers of portions. Should the kitchen run out of an item, portion-controlled packages of preprepared runs of that or a similar substitute item, prepared during slack periods and quick-frozen, are available from the freezer stores for fast reheating. There are few or no left-overs to work off at a loss.

All the skilled cooks, bakers, or pantry personnel have to do is to assemble the ingredients provided in the production-ready packages, provide final cooking, baking, assembly, portioning, garniture or whatever needed and deliver to serving personnel at the time shown on the production schedule as "ready-to-serve."[34a]

Materials for cooked-to-order items can be supplied to the kitchen in portion-controlled form. The number to be provided is determined by a management prescribed maximum-minimum inventory. The cook responsible for the item provides the ingredient room with an inventory of the number of portion units of each item on hand at a specified time each day. The ingredient room supplies a sufficient number of portions to build the cook's supply to the established maximum kitchen inventory authorized for that item. Accurate control is exercised through the application of the standard inventory formula:

> **No. portions reported on hand + No. portions supplied to build to authorized maximum-No. portions sold = No. portions which must be on hand at next report.**

Maximum-minimum inventories for cooked-to-order items are supplied to the kitchen on a "Cooked-to-Order Standing Order" form, which is also supplied to the Ingredient room supervisor. Should any item on this order reach the minimum point during a serving period, the ingredient room is notified and sufficient portions to replenish stock to the maximum authorized inventory are dispatched to the production station indicated.

This "factory approach" to food service production concentrates the unskilled operations of processing, fetching-and-carrying, and assembling in one area under competent supervision. It concentrates costly processing machinery and equipment in the ingredient room for multiple use, rather than requiring duplication at several stations in the final production block. It also facilitates maintenance through centralizing responsibility for it in the ingredient room supervisor.

The system's most important contribution to efficiency, however, lies in its potentialities for the maximization of the use of labor. Once the production-ready packages for menu items have been prepared and delivered to the production stations (*before* a meal-time rush), the labor force of the ingredient room may be shifted to service, housekeeping, maintenance, sanitation, or other relatively low-skilled tasks. Only a skeleton force, often only the ingredient room supervisor, is needed to handle emergency calls on the ingredient room.

Skilled production personnel may be engaged in off-peak periods in replenishing the ingredient room stocks of prepared, portion packaged, quick frozen items for emergencies. Many left-overs, similarly, can be portion packaged and quick frozen to add to this reserve. Should reserves in any item build up over maximum inventory, the number of portions ordered prepared on the next appearance of the item on the menu can be reduced and the deficit supplied from the reserve. Thus, the system maintains maximum flexibility in operation.

FOOD PRODUCTION

The fourth major block, *food production,* represents the highest skills other than management and supervision required in the food service industry.

When skilled chefs, bakers, cooks or pantry personnel have no other tasks to perform than to meet their production schedules with skill and art, it becomes reasonable to make that skill and art an acceptable standard for their work. Also, when these skilled workers are relieved of the drudgery of semi-skilled and unskilled labor, it is reasonable to expect them to produce more, as well as make their products more attractive and uniform, thus reducing the number of highly paid skilled workers on the payroll.

The "Task-Unit Concept" may be applied effectively to training these skilled workers if:

1. All food production in an establishment is controlled by the standardized recipe system.
2. Each standardized recipe is considered—and prepared—as a *task breakdown* for that specific menu item.

The greater the skill required in the performance of a task, the more technical information,[35] time-in-training, and instructor knowledge and skill are required for application of the *task-unit concept.* However, it has been shown by Pope and others that standardized recipes used in a manner similar to task breakdowns are excellent training guides. Further, their methods of training confirm Fryklund's contention that related information of a technical nature is best taught as the need arises for its application.[36]

Pope reports on a method generally in keeping with the principles in this discussion. He describes the successful training of first cooks for his large cafeteria operations in as short a period as three months. Training of more specialized personnel, such as fry cooks or salad

---

[illegible] one large and efficient kitchen the tasks of placing an order on [illegible] tion department; following it through for time check; inspection [illegible] ity, appearance, and standard garniture of the finished item; and delivery to the proper service person at the required time; is the function of "expediters." These expediters are interposed between waiters and cooks and pantry personnel. They are of supervisory or junior managerial grade and exercise authority over both production and service.

[35] *Infra.*, p. 110-123.

[36] Fryklund, op.cit., p. 57.

girls, will require less time and the training of skilled hotel or gourmet restaurant chefs and bakers or pastry chefs will require considerably longer periods.

The period of training required can be materially reduced through study at a good vocational or technical school of at least high school level. Vocational or technical school graduates, however, require a period of on-the-job training to integrate their technical knowledge into the flow of production. This period may be prior to or subsequent to attendance at such school, but is most effective if concurrent work-study programs can be arranged between the school and industry.[37] When the information presented fills a felt need of the learner, the learning is both more rapid and more efficient.

PACKAGING

The fifth major block is packaging, or the placement of food on or in the utensils in which it will be served, together with the garniture required for maximum eye appeal to the customer. This block of tasks is of great importance in food merchandising. It is just as important in the food service trade as is the packaging of products for sale in retail stores.

Uniform excellence in packaging can be assisted by artistic placement and garniture of a sample of each menu item, photographing it in color, and posting the colored photograph before the eyes of the individual worker responsible for subsequent packaging. The picture can serve as the "standard" desired by management for each order served. Colored photographs may be made and developed within one minute with one type of camera. Copies can also be made quickly with equipment from the same manufacturers.

Copies should be displayed on the pick-up side of service counters for the information of service personnel. Additional copies, assembled into changeable plastic display boards, could be made available to display to patrons, thus bringing to the service restaurant some of the display advantages of the buffet or cafeteria. A plastic laminating device is handy to enclose the photographs permanently, protect them, and facilitate filing for use the next time the photographed item appears on the menu. This process has many fascinating uses.

One restaurant operator keeps his camera available and uses it whenever he sees a worker doing anything in a sub-standard manner. The photograph is invaluable in making the subsequent correction. The picture can be shown to the worker right while he is committing the error, which is most effective.

House policy determines who performs the packaging operation for each menu item. In some establishments the cooks or pantry personnel are charged with the entire operation. In others, garniture is the responsibility of the serving personnel. In still others, cooks garnish entrees; pantry personnel assemble and garnish appetizers, salads, and desserts; and serving personnel do the remaining garniture.

However assigned, "packaging" must be recognized as an important block of tasks. Individuals must be assigned to perform these tasks, and trained to do them competently and artistically. Here, again, the *task-unit* concept proves its flexibility. The individual task may be broken down, described (photographically, perhaps), then assigned to the worker who is selected as having the best time-space-ability-to-perform capably, whether he be cook, waiter, pantry girl or expediter.

DELIVERY

The sixth major block is that of delivery. It is the first of three customer contact blocks, all of which are of prime importance in creating a favorable customer "image" of the establishment. It includes taking the customer's order, placing it with the production division involved, and the pick-up and delivery of the order to the customer. This part of the duties of serving personnel should be covered accurately and in detail in *task breakdowns*. Excellent studies and guides for these breakdowns are available for all types of service,[38, 39, 40, 41] whether for waiter service in a formal dining room, on a cafeteria line, for a patient's tray, across the counter, or in a drive-in.

In combination with the following two blocks, good training and its application in this block are vital to the kind of public relations which will bring customers back—with their friends. Slowness, ineptitude, inattention, or discourtesy in these blocks is irritating to a customer and an insult to his sense of importance. Specific things that rankle include placing a wrong or incomplete order, failure to pick up and serve an order when at its peak of excellence, not kowing which customer in a party ordered which item, serving hot food on cold or cold food on hot utensils, failure to provide proper garnitures or accessories, serving an item obviously not meeting establishment standards and other acts or omissions in the taking and serving of an order. Such incidents may cancel out a large part of the effects of fine food, skill preparation, artistic packaging, and an attractive and sanitary atmosphere.

---

[37] Example: The San Francisco Bay Area "Project FEAST". See Appendix F.

[38] *Food Service Industry, Training Programs and Facilities* (Washington: Supt. of Documents, U.S. Government Printing Office, Office of Education, Pub. No. E-82007, 1961).

[39] Susan M. Dietz, *The Correct Waitress* (N.Y.: Hayden Pub. Co., 1952).

[40] Leffler, Sack & Blanc, *The Waiter and His Public* (N.Y.: Hayden & Co., 1956).

[41] *The Essentials of Good Table Service* (Ithaca, N.Y.: School of Hotel Administration, Cornell University, 1960).

SERVICE

The seventh major block is service. It is distinct from delivery, or the mechanics of taking, placing, and delivering an order, in that it involves the intangible of *attitude*, which is basic to the *atmosphere* of the establishment. This block includes all those tasks involved in making and keeping the customer happy, keeping service space neat and clean; setting tables properly and attractively for the type of establishment; meeting, greeting, and seating customers in service restaurants; marshalling of the service line and keeping tables cleared in cafeterias; the order in which orders are processed in drive-ins.

It also includes the presentation of the menu; the prompt appearance of water on the tables; "suggestions" and subtle but skillful selling of food and beverages in the commercial establishment and the corresponding bedside visits of the dietitian in the hospital and opinion surveys in schools, colleges, and institutions; provisions to insure that no improperly "packaged" dish or patient tray is presented to customer or patient; the provision of the correct adjuncts for the proper service of each dish; the replenishment of bread, butter, and beverages in accordance with the established house policy—in fact, *all* those activities which make dining out a pleasant experience by not only catering to but actually *anticipating* the customer's every wish. It is a matter of feeding his "ego" or sense of importance, as well as his physical hunger. It is the rendering of the *attention* and *deference* for which every customer feels he is paying. And truly it *is* he whose money makes the establishment's existence possible, whose money pays the salaries and dispenses the tips and produces the profit for the owners of the enterprise—he, the *individual customer*, a king for an hour of a day.

This block of the operational functions is a crucial phase of the managerial function of *representation*. It determines more than any other factor the impression which the customer or patient will carry away of his satisfaction with the food service of the establishment.

Win Schuler, one of the most successful merchandisers of food service in America says:

> "Actually, the average customer doesn't really know hunger. Often, eating comes from habit. So he seeks out a restaurant where he is recognized by name.
>
> "When a customer walks into our restaurant, we endeavor to make him feel that he is *the* individual we *most* want to see—and, of course, at that moment he *is*. That person pushed open our door in preference to someone else's, although he had a choice of restaurants within blocks of us. So, in effect, when I say to a customer, 'I've been waiting for you, I need you,' I mean it sincerely.
>
> "Any restaurant can serve good food, but food alone doesn't attract customers. The areas of competition where *particular* attention has to be paid by *management* in order to be successful are atmosphere, showmanship, and *personal relationships with guests*. It is what we do *above and beyond the expected* that is important."[12]

This is a principle which has been recognized by leading modern psychologists and philosophers. Lundberg[13] calls it gratification of the "need for self-realization," which he gives as the highest level of human need. Freud calls this need "the desire to be great," and the philosopher, John Dewey, calls it "the desire to be important." By whatever name this phenomenon is known, these and countless other authorities agree that this human need is universal and is a driving and motivating force of the first magnitude.

To serve this need in others should not be humiliating to us. When we go into another man's store we want to be treated this way. Jesus, whose teachings built the world's greatest and longest lasting empire, and incidentally, its most economically successful enterprise, recognized this principle. He *advocated its conscious use* to attain the objectives of His teachings. It is one of the few principles which appear in direct quotations of His words, not just once but several times in *all* of the four Gospels! It is probably best expressed in Mark 9:35, "If any one would be first, he must be last of all and servant of all," or in Luke 7:11, "For everyone who exalts himself shall be humbled, and he who humbles himself shall be exalted."

Reward for humility is referred to in the Beatitudes from the Sermon on the Mount, "Blessed are the meek, for they shall possess the land."

So important to the subsequent spread of His teaching was this much-repeated principle that when He entered the upper room for the Last Supper and found His disciples arguing about who was entitled to the status of sitting next to the Master at the meal—He quietly left the room. Returning with a basin of water and a towel, He washed the feet of the disciples. This was the normal task of the lowest status servant (even slave) in a Jewish household!

---

[12] Win Schuler, op. cit., (arrangement of statements and italics by the author).

[13] Donald E. Lundberg, "Motivating Employees," *Diner-Drive-In*, Vol. 17, No. 7, July 1958), pp. 20-21.

When Peter protested, He tied the demonstration in very clearly with this principle, saying: "Do you know what I have done to you? You call me Teacher and Lord; and you are right, for so I am. If I then, your Lord and Teacher, have washed your feet, you also ought to wash one another's feet. For I have given you an example, that you should do as I have done to you. Truly, truly, I say to you, a servant is not greater than his master...." (John 13: 12-16)

This concept of service, of the power derived in "exalting" (or feeding the ego) of another person, has been largely eclipsed in America through a common illusion of the meaning of "equality" between individuals. The American principle of equality pertains to rights and opportunities but also has been misinterpreted to mean a nonexistent equality of status. Status is a condition deriving from the skill with which individuals in a society exercised their "rights" and "opportunities" to achieve or obtain the symbols *of status,* or through inheritance from the individuals who did the actual achieving or obtaining (possibly to the detriment of the expounded principle of "equality" of rights and opportunities).

This is the *de facto* situation. It is not the purpose of this study to discuss the morals or the ethics of the existing situation. However, the effect of this misinterpretation of the American concept of equality has a vital role in the success or failure of each service establishment. That effect is an aversion on the part of Americans of all economic classes to the performance of the so-called "personal services," particularly in the form of the classic master-servant relationship. The performance of personal services is erroneously considered a negative "status symbol."

This relationship calls for a deference to the desires of the master on the part of the servant in return for the rewards (wages, tips, etc.) provided by the master for the discreet purpose of having those desires fulfilled by the servant.

If we could destroy this stigma on personal services it would do more than anything to end the dilemma of having several million unemployed people on the one hand and personal service opportunities going begging on the other.

A food service customer, be he patron, patient, or school child, is distinctly NOT a "guest" of a food service establishment. The term *guest* implies hospitality *freely* offered by a *host.* For such freely offered hospitality the guest owes the *host* certain social amenities—particularly those with respect to the convience and respect for the personal desires and customs of the host.

This concept is as old as human society. But the food service operator offers no such free hospitality. He is not a host, he is an entrepreneur! Nor is his customer in any sense a guest; he is a *buyer,* a purchaser of food, atmosphere, and service.

Let us at last face facts. In the form of a syllogism from classical logic:

Premise 1 - Food Service is, by definition, an enterprise with the objective of serving food for public consumption *at a price.*
Premise 2 - Service, also by definition, is rendered by *servants* (defined as "those who serve").
Conclusion - Therefore, the relationship between those who pay for service and those who accept payment for rendering it is that of employer or *master* and *servant.* Like it or not:

AXIOM: Every customer whose money is accepted by a food service operator in payment for the *service* of food *hires* every individual in the establishment from owner or manager down as his *servant.* Thus, he has the right to expect the deference to his needs, desires, and wishes which any employer has with respect to his servants. In other words, the *master-servant relationship reigns.*

His rights include the right of the master to discipline his servants when these servants fail to respect his rights, including the ultimate sanction of "firing" the servants. This sanction is exercised by the patron through the size (or absence of) his tip, by failing to return to the offending establishment, and/or by spreading the news of its failure to meet its obligations as his servant.

This concept is so important in the food service industry because of the highly emotional, psychological and social implications of eating in our society. Note in Figures 9 through 12 the effects of failure to recognize and capitalize on this.

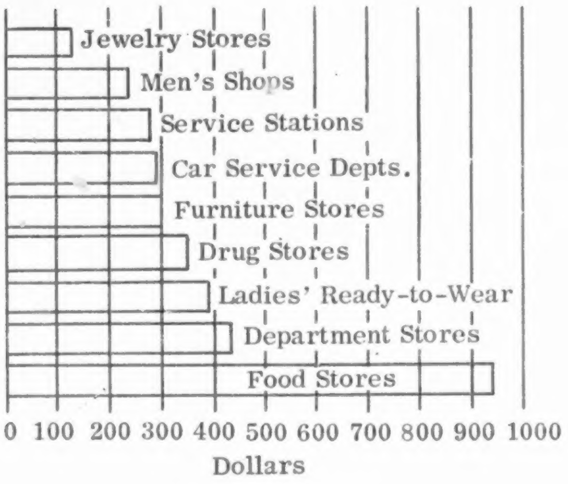
While many surveys of the food service industry show that customers appear to place nearly equal value on food, atmosphere, and service,[44] it should be evident that the element of service enters deeply into both of the other factors. Care and skill in the selection and preparation, and artistry in packaging menu items to please the eyes and palates of customers are "service" elements. The attitudes, deportment, dress, disposition, courtesy, and so on, of the service personnel, the cleanliness and sanitation of the premises, and many other factors are

---

[44] J. Walter Thompson Co. "Attitudes Toward Eating Out" and "Review and Summary of the Published Literature On Eating Out" (Chicago: J. Walter Thompson Co., March 1964). (Processed for private distribution)

Figure 9

HOW MUCH IS A CUSTOMER WORTH



National Average
$363 Per Year Customer

Figure 10

HOW MUCH DO LOST CUSTOMERS COST YOU?

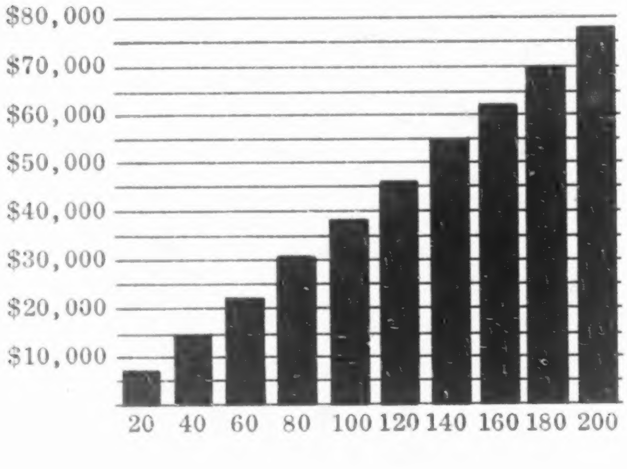


Figure 11

HOW MANY CUSTOMERS ARE LOST YEARLY?

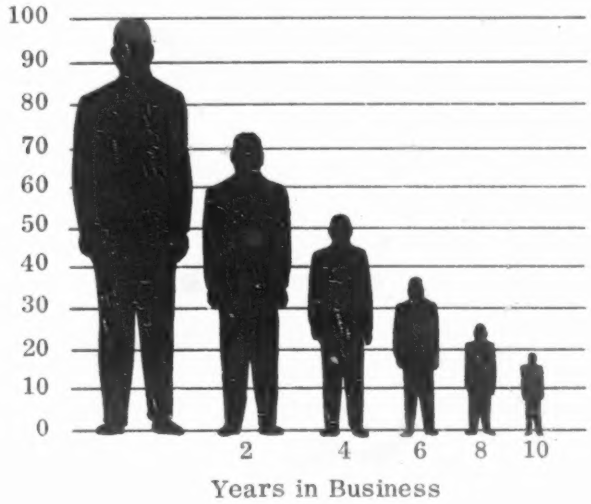
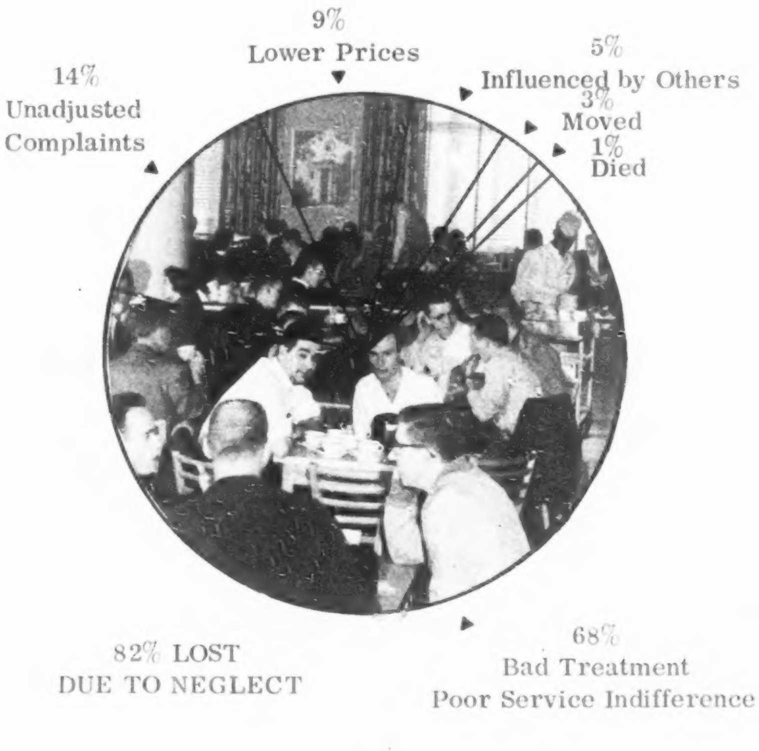


Figure 12

WHAT MAKES CUSTOMERS LEAVE?



an integral part of atmosphere. Without them the most artistic and luxurious decor fails to create that ephemeral aura of deference to the senses, comfort, and moods of the customer defined by the rather abstract term, "atmosphere."

It should be noted here that the service functions *per se* are uncomplicated and relatively few in number. They do not require high levels of either intelligence or education to learn and are largely routine in nature. They are, however, well defined and are traditionally and customarily prescribed in nature. Variations from acceptable standards are therefore readily sensed or consciously noted by customers. Deviations below these standards result in irritation due to the customer's feeling of an affront to his ego, or feeling of importance. This feeling is verbalized usually as "not getting what he is paying for," with the vaguely irritating "what" left undefined. Because of the illusion of equality in relation to status most Americans consciously or unconsciously avoid complaints related to affronts to their ego, or sense of self-importance. They either focus their complaints on something tangible—a manufactured or imagined defect in the food served them, for example—or leave the premises with a sense of dissatisfaction. This prevents their return or their recommendation of the establishment to others.

AXIOM: The attitude and performance of every person employed by a food service establishment in his contact with each customer, either in person or through the menu items presented is a factor in the "image" of the establishment which the customer develops. The "total image" is, therefore, the algebraic sum of the positive and negative impressions developed by the customer in the course of his contact with the establishment.

The satisfied patron rewards recognition of his status as master and his importance as an individual by increased, repeat patronage, and enthusiastic recommendation of the establishment to his acquaintances.

BILLING

The eighth major block is *billing* the customer for food and service provided. Checks should be readable. The customer wants to know what he is being charged for and how much. The manager wants them readable for check analysis. They must be accurate, both in pricing and in addition. There are few incidents which are more irritating to a customer than overcharging. The manner of presentation and timing are also important aspects of service. The check should be presented as soon as the server finds that the customer desires nothing more. It is highly irritating to the customer to finish his meal, be ready to go, and have to spend time tracking down his waiter or waitress to get his check. Withholding the check has the aspects of a "hand-out," or tip-demanding practice, resented by most customers.

If uncertain whether the customer has completed his order, the server may inquire, "May I serve you something more, sir?" A negative reply signals the immediate presentation of the check. When the server receives payment, a pleasant: "Thank you, I hope you enjoyed your meal," "Thank you, it has been a pleasure to serve you," or, where appropriate, the classic southern, "Thank you, and hurry back," are courteous and accepted responses.

A hand-out, tip-hungry attitude must be avoided at all costs. Tips left on the table should not be picked up by the the server until the customer has left the vicinity. Tips presented personally should be acknowledged with a pleasant "Thank you, sir," regardless of amount![45]

Cashiers are important members of the staff, not only for accuracy in receiving payment and making change, but also as sounding-boards for customer comments and for check analysis procedures.

In the case of their sounding-board functions, they are the last of the establishment's staff normally seen by the customer. Since they are also the recipients of the customer's payment, they are particularly prone to receive either his complaints or compliments. Both should be recorded, and, where there is a possibility of adjustment of a complaint, the cashier should know and apply the house policy in making the adjustment promptly and willingly.

A poor cup of after-dinner coffee or a grumpy or "flip" cashier make final impressions on a customer which may wipe out many prior favorable impressions, since they are the last contacts of a customer with the establishment and, hence, the most likely to be remembered.

Most cashiers have a considerable amount of "dead time," particularly at the beginning and end of meal periods. Where mechanical methods of sales analysis, such as multi-counters at checking stations, tabulating cash registers, and so on are not used (as is the case in most smaller establishments), simple procedures may be established for check analysis by the cashier during this dead time. The results will be highly valuable in determining sales histories of menu items and food "popularity indexes." Cashiers may also keep track of customer flow through such devices as drawing a line across register tape at half-hour intervals, or segregating checks by time intervals. Customer flow analysis is valuable in the determination of employee schedules. It is also valuable in determining the need for "off-peak" activity promotions and for evaluating the results of such promotions.

SANITATION and COMMUNICATION

The ninth major block is *sanitation and communication.* This block includes all personnel engaged in cleaning activities and in the maintenance of communication between the other blocks. The two groups of personnel are discussed together because in the larger establishments they both normally come under the supervision of a "kitchen steward." The block includes dish machine operators, pot and pan washers, porters, yardmen, and runners. Seldom have the duties of this category of employees been studied and the results applied toward greater efficiency in food service.

---

[45] Win Schuler, op.cit.

Workers in these categories are generally considered unskilled labor, cheap, expendable, largely untrained, normally untrainable for higher positions or hardly worth the effort to train. Yet, many great hotel and restaurant operators, including the late Ralph Hitz, started their careers in this category. It is also the starting point for all culinary training under the continental apprenticeship program for cooks, bakers, butchers, and chefs. Most continental trained *Chefs de Cuisine* take great pride in having "worked up" from these jobs, thus feeling that they have an intimate knowledge of everything which goes on in their domain.

Many of the most time consuming and irritating incidents which plague management, including much of its expensive labor turnover result from management's failure to recognize this group, study and define the duties of its members, and train individuals for the tasks assigned to them, no matter how simple they appear.

A precisely defined "how to," "when," and "where" for each task assigned to individuals in this group eliminates most of such incidents. It tends to stabilize the working force because individuals in this category are normally more dependent upon strong leadership and direction than the more skilled groups. Each task requires some, if only minor, skill. This skill must be *taught* if the individual assigned to the task is to be expected to perform it competently and capably. Further, when an individual feels confident that he can perform a task capably, he is seldom reluctant to assume responsibility for its performance. It is when he is not confident that the way he does the task will "please the boss" that he tends to shirk responsibility.

Another reason is that when the individual finds that the boss thinks his job is sufficiently important to make studies of it and write up Task Breakdowns on tasks as simple as "Sweeping a Floor," it enhances the "status" of the task and of his job. It makes him more willing to perform the task as directed and accept the responsibility for doing it correctly.

Conversely, the result of neglecting to provide proper and detailed training for this group is a constant stream of error and omissions as they struggle to do, in their own way, what they think the boss wants. This results in a chain-reaction: irritation to the supervisor or manager at the errors, undeserved reprimand of the worker for doing wrong something he had not been told how to do (although it was the best way he could figure to do it), resentment by the worker of the reprimand plus frustration of *still* not knowing just what the boss wants (a "bawling out" does not tell exactly what is wanted and how to do it), rejection of doing the task at all followed by further reprimands and eventual severance and replacement. Then the frustrating cycle starts all over again!

This is a basic reason for the expense of high labor turnover in these categories. While the pay for jobs in these categories is not, and never will be, attractive to more intelligent and able employees, many individuals with characteristics compatable with these jobs can be made relatively happy and competent workers through recognition and training.

MAINTENANCE

The tenth major block is *maintenance*. Food service plants, even the smallest ones, represent a considerable capital investment today. This investment in structure, mechanical equipment, furniture, fixtures, equipment, and decorative features involves much of a complicated mechanical, electrical, even electronic nature. It is constantly increasing in complication. Many elements show trends toward still higher automation and computerized operation in big establishments.

It is surprising indeed how few food service establishments make even minimal provisions for planned and systematized preventive maintenance for this extensive investment. Even periodic inspections and servicing on a scheduled program are generally missing. All too often expensive machinery is operated until it breaks down, sometimes through simple failure to oil or grease moving parts!

Manufacturers of equipment for this field dispair of having their products subjected even to normal care, let alone intelligent use. The restaurant operator will entrust the care and operation of a conveyor dishwashing machine costing more than several Cadillacs to an individual he would not permit to get behind the wheel of his car, let alone move it to another space in his own parking lot! Then he blames the machine manufacturer, or the detergent manufacturer, or anyone else who happens to be around when the machine fails to function properly!

One result of this flagrant abuse of equipment is the reluctance of manufacturers to produce more efficient, more complicated equipment for the industry. They can't afford to. Service expense would be too high. For the food service operator, breakdowns and stoppages make it advisable for him to do many operations by expensive hand labor which could be done much less expensively, and far better and more uniformly by machine were he staffed and equipped to maintain the machines properly.

Hiring a dish machine operator to operate a $20,000 machine normally goes something like this:

"Ever wash dishes before? Yeh? Ever see a machine like this before? Nah? Well, there isn't much to it. Eddie over there's been here a week. He'll show yuh all yuh haveta know. Okay getyerself an apron at the linen room and get on the machine; we're 'way behind. I'll be back later ifyuhgot any questions."

But, what Eddie doesn't know is most of what is in the manufacturer's "Installation and Operating Instructions" (which probably disappeared with the plumber and electrician who installed the machine). And, the boss doesn't come back to "answer questions." Chances are he couldn't answer correctly anyway.

Result? The machine breaks down in the middle of the rush. Then who is at fault? "That dumb so-and-so of a dishwasher!" Right?

A planned and supervised maintenance schedule? An effective training program for operators of a $20,000 machine? The poor devils are lucky if they get someone to tell them how to start and stop it properly, let alone simple procedures for before-operation checks, operating procedures, and after meal and daily clean-up! It is hard to believe some of the stories told by dish machine salesmen and service men, detergent sales-service men, plumbers and electricians, but they are all too true.

Other machinery suffers a similar fate, including expensive mixers, electrical appliances, and ventilation, refrigeration, and air-conditioning equipment. Often the only time management seems to think about it is when it breaks down.

Fewer still are food service establishments with fire and disaster bills of any type. Or, if one can be dug up from a pigeon hole in the boss's desk, it's unlikely anyone else ever knew of its existence, let alone his station and duties in case of alarm, or even what constitutes an alarm!

In spite of fire hazards in kitchens, it is questionable if the required fire fighting equipment would be in operating condition were it not for fire department inspections and required filling and maintenance. It is also unlikely anyone has been trained to operate the equipment or been told what kind of extinguisher to use on what kind of fire! Or even told where the nearest extinguisher of *any* type is. "Oh, yeah, we gotta extinguisher. Where? Let's see. Sure! Over there on the post behind that pile of empty cartons! See, I toldcha we got one!"

It is indeed a miracle, attributable only to the constant vigilance of dedicated fire departments, that there are not more "Coconut Groves"! Training in fire prevention should never cease. It will grow even more complicated as automation enters the food service field.

RELATION OF FUNCTIONAL ANALYSIS TO ORGANIZATION AND TRAINING

Did the foregoing functional analyses of the blocks in the Food Service Industry appear realistic? Do they coincide with your own experience?

Then your experience confirms the validity of the *Task-Unit Concept for On-The-Job Skill Level Training*. You recognize that the operation of *any* food service establishment requires the performance of a series of separate and identifiable *tasks;* also, that *someone* must perform each of them if the operation is to be successful; and further, that this principle applies whether the operation is a one man hamburger stand on the beach or an immense hospital, plush restaurant, or luxury hotel.

FOOD SERVICE IS A COMPLETE MARKETING UNIT

It should also be clear to you that food service, unlike conventional industry, is a complete marketing unit within each establishment. It receives materials in various stages of processing, from raw to service-ready. It processes these materials as necessary; it assembles processed materials into service units; it "packages" these units attractively; it sells its products; it delivers the products sold; it services its products throughout their consumption; it collects payment for them; it supplies a place for their consumption with surroundings appropriate for both protection of the health of customers and their aesthetic enjoyment; and, finally, it disposes of the wastes produced in the consumption of its products.

It does all this within a confined area in competition with the home, where neither the overhead costs of supplying and maintaining food service facilities nor the labor of the homemaker in marketing, transporting, meal planning, preparation, service, or clean-up is added.

It depends for its very existence on the value which its customers set on its "convenience" features. When the cost of a restaurant's products exceeds the convenience values in the minds of its customers, they have the alternatives of eating at home or at a lower priced competitor's, carrying a lunch, or carrying equipment with which they can prapare food from materials purchased in various states of processing. These convenience values are volatile and variable. They are under constant and increasing pressure from the intensity of the desire of customers for other goods and services, including status symbols such as new cars and mink coats, as well as items related to necessity and comfort.

TWO AVENUES OF PROFIT

Two avenues are open to the food service industry. First, it can *increase the convenience margin.* Second, it can *decrease the spread between the cost* of food obtained through other sources and equivalent food purchased in a food service establishment. The wise operator attempts to do both.

He recognizes that such intangibles as *ego satisfaction* and *status symbols* have a direct bearing on the extent of the convenience values which his establishment offers his patrons. Ego satisfaction meets the status symbol competition of the new car, mink coat, and so on. Most customers today cannot afford the luxury of personal servants but yearn for the "exaltation" which the master-servant relationship provides. The extent to which the food service establishment provides this relationship is a significant factor in meeting status symbol luxury item competition for the dollars available to the customer.

The wise manager also makes the most of the increased efficiency factor which industrial production methods can bring to large quantity food production and service, thus bringing it within the convenience values of more people.

These are production training supervisors attending a class on Standardized Recipes as Task Breakdowns.

CHAPTER VI

What Has to Be Done—Identifying Tasks

"We understand now that we can take a systems approach separately to different areas or 'blocks' in our operations," said Andy Brown, spokesman for the Restaurant Association Task-Unit Committee, "and it looks to us as though the logical place to start is with our service block. It seems to offer the best possibilities for immediate results. Improvement in this area would tend to both increase the customer's "convenience margin" through greater ego satisfaction and decrease our cost margin through increased efficiency!"

This appears to be a valid and logical assumption.

The first step in putting the *Task-Unit Concept for On-The-Job Skill Level Training* into practice is the identification of the tasks which service personnel must perform.

Tasks are generated by the desires of management to meet the requirements of the operation. The basic and simple tasks form the best starting point. The ease with which they can be analyzed provides understanding of the process and valuable practice for the analysis of more complicated tasks.

Since this discussion started with the experiences of Andy Brown and his new bus boy, the analysis of the first task will be taken from that area.

One of Andy's basic desires for the customer-pleasing (as well as legally required) features is *clean floors*. Frank Green had finally "skinned" him on his Sanitation Report for that mess under his steam table.

With the objective of "clean dining room floors," Andy can determine the tasks which this objective generates. He begins by listing what he finds out about the types of floors he has and the methods and frequencies of cleaning operations needed to keep them up to the standards which he (and Frank Green, the sanitarian) requires. This list might well take the form shown in Figure 13.

This list identifies SEVEN distinct tasks: (1) Sweeping a floor; (2) mopping a floor; (3) buffing a floor; (4) waxing a floor; (5) vacuuming a carpet; (6) spotting a carpet; and (7) shampooing a carpet. It also determines the frequency with which each of these tasks is to be performed.

The task, *sweeping a floor*, is not only the most frequently performed of these tasks, but also is performed on two of the three types of flooring in Andy Brown's dining room. As will be seen, it also becomes an operation in a more complex process in the three other tasks of mopping, buffing, and waxing. Thus, Andy decided to use it for his first task breakdown.

Developing a Task-Breakdown

The Task Breakdown is developed by personal observation of the performance of a task, analyzing it into its essential operations, and listing these operations in the

Figure 13

EXAMPLE OF THE GENERATION OF TASKS BY MANAGEMENT DESIRED RESULTS

OBJECTIVE DESIRED: CLEAN DINING ROOM FLOORS

Task Generated	Frequency	Special Considerations
1. Concrete & ceramic tile		
a. Swept clean	a. After each meal	a. Accidents - breakage
b. Mopped clean	b. Daily	b. Spillage - weather
2. Asphalt tile, polished		
a. Swept clean	a. After each meal	a. Accidents - breakage
b. Mopped clean	b. Daily	b. Spillage - weather
c. Buffed	c. 3 times/week	c. Traffic - weather
d. Waxed	d. 1-2 weeks	d. Traffic - weather
3. Carpeted		
a. Vacuum clean	a. After each meal	a. Accidents - breakage
b. Spotted	b. As required	b. Spillage - weather
c. Shampoo clean	c. Monthly	c. Spillage - traffic-weather

sequence of performance in a two-columned *What To Do—How To Do It* form. It is well to have several individuals make such observations and lists. If literature is available which gives the experience of others, as in this case,[46] compare your lists with those in the literature. You can often pick up points you overlooked. This also guards against the ever present tendency previously discussed, to ignore some pertinent point as too trivial ("he-ought-to-know") to mention.

The result of this study might appear as shown in Figure 14. With this draft before him, the analyst needs to study each operation shown.

Figure 14

Breakdown No. T-C-1*

TITLE: SWEEPING A FLOOR

Equipment Needed:

1 ea. Janitor's Push Broom
1 ea. Floor Brush - 16"
1 ea. Pick-Up Pan w/Handle
1 ea. Putty Knife
1 ea. Trash Container

Supplies Needed:

NONE

WHAT TO DO	HOW TO DO IT
1. Sweep corners and under fixed objects	1. Using 16" floor brush, sweep soil and trash from corners and under fixed objects into open where it can be reached with push broom.
2. Sweep floor	2. a. Sweep a small section at a time, using push broom.
NOTE:	Size of area to sweep at one time depends on amount of soil and/or trash. Sweep until accumulation of trash and/or soil = capacity of pick up pan.
	b. Push soil and trash forward with broom head, bristles on floor.
CAUTION:	End each stroke of broom with COMPLETE STOP, bristles on floor. Lift head gently.
AVOID:	Ending stroke vigorously and/or with an upward sweep of head, bristles off floor - that raises dust.
NOTE:	Pick up directly and deposit in trash container trash objects too large to be swept into pick-up pan readily.
	c. Remove gum or other foreign substances sticking to swept floor area with wet putty knife.
	d. Pick up soil and trash from swept area in pick-up pan.
	e. Deposit contents of pick-up pan in trash container.
	f. Move movable objects when needed to sweep under them.
	g. Move up trash container and tools to forward edge of swept section.
	h. Repeat Step 2.a. for next area, and repeat for each succeeding area until entire floor is swept.
3. Return equipment	3. a. Return broom, floor brush, pick-up pan and putty knife to location directed by supervisor
	(1) Hang brush and broom so that bristles are free from pressing against any surface.
	b. Dump contents of trash container (plus container, if disposable) where directed by supervisor.
	c. Return non-disposable trash container to location designated by supervisor.

*Task Category 1

---

[46] Augusta M. Clawson, *Equipment Maintenance Manual* (New York: Hayden Book Company, 1951),—an excellent guide.

First he questions every operational step.[47] He uses questions such as:

Is this task (operation, step, or process) really necessary? Why?

Is there another or better way of doing it? (The analyst should get the worker and other observers into the act, too. Ask them if different alternatives seem desirable. Try out other suggestions.)

Are there any unnecessary actions, movements or events which can be eliminated? Any bottlenecks which can be removed?

Can any of the necessary actions, movements or events be combined with others; or which can be assigned to other tasks for greater efficiency?

Can the task be simplified so that a less skilled worker can do it; or so that it can be done in less time? (This question in the analysis of food production generated the *ingredient room* concept!)

Is it a time-sensitive task, or can it be done at a time when a worker capable of doing it would otherwise be idle? (Determines priority of work scheduling).

Could performance be improved with a better layout? With better methods? With different equipment or supplies? (A wider broom or a vacuum pick-up, for example?) Or a different location for equipment, inventory, or supplies? (Is there a better location for the janitor's closet in this instance, for example?)

After asking all these questions, the next step is to determine the cost of the task in terms of man-hours pay rate divided by the efficiency factor. The American Management Association has an excellent book telling methods of doing this.[48] Could the service be purchased outside for less? Could it be done by automation? If the cost of automating were capitalized over the life of the equipment and interest on the investment, maintenance, and operating costs were added, would it be less expensive to automate or to continue hand operation at present pay rates? At pay rates in the foreseeable future?

If the service were purchased outside, how would the quality compare with that performed by your own employees under your own control? If the sweeping operation was contracted out, for example, how would you handle clean up operation in cases of breakage, spillage, accidents, weather conditions, and so on when no cleaning contractor employee was present?

CAUTION: It is well to remember that *labor saving* results *only* when actual *payroll hours* are reduced. The elimination of a single step or, even, a single task, may not result in actual payroll savings. In fact, if such elimination simply provides more *time,* it may well result in a lower efficiency factor, since, under Parkinson's Law, "Work tends to expand to fill available time."

> **AXIOM: Labor saving is economically justified only when it results in actual reduction of payroll. Otherwise, it is simply *labor aiding,* and may actually result in lower efficiency.**

Andy Brown now has the first task breakdown, *Sweeping a Floor,* before him. He has checked it out, and is satisfied that it represents *how* he wants this task done to meet his standard for a clean-swept floor. Here is a summary of what he did to reach this point.

1. He selected the block of his operation (service) with which he wanted to start.
2. Within this block, he selected an objective from a source which was giving him repeated trouble, clean floors.
3. From his objective, he generated seven tasks which had to be performed and determined the frequency of performance required to meet his standard.
4. He selected the most frequently employed and the most simple of these tasks for his first task breakdown.
5. He and others observed the performance of the operation, consulted with each other and studied the available literature, then set down the operations needed to accomplish the task in simple, sequential, *What To Do —How To Do It* form.
6. He subjected the tentative form to a searching "Work Simplification"[49] analysis before finalizing it as "best-way-for-the-present."

COMPLEX TASKS

With the sweeping task satisfactorily broken down, we proceed to the next most frequently used and next most simple task in the block, *mopping a floor.* A floor needs to be swept to remove all loose soil and debris before mopping. Hence, the task of sweeping a floor, while it is a true task, since it leads to the independent end of a floor clean to the standard, "Swept Clean", may also be a component process in the more complex task of mopping a floor. This experience reinforces the desirability of analyzing the most simple and frequently performed tasks first, since it permits Andy Brown to start his task breakdown for *Mopping a Floor* as shown in Figure 15.

Mopping a Floor, in turn, will be included in the tasks, *Buff a Floor* and *Wax a Floor.*

---

[47] Donald E. Lundberg and James P. Armatas, op.cit., pp. 131-132.

[48] *Work Sampling*—A programmed instruction course. . . . (New York: American Management Association, 1965).

[49] *Infra.*, pp. [illegible]

Figure 15

SIMPLIFICATION OF A TASK BREAKDOWN WHEN A SIMPLE TASK BECOMES AN INCLUDED OPERATION OR PROCESS IN A MORE COMPLEX TASK

WHAT TO DO	HOW TO DO IT
1. Sweep the floor	1. See T-C-1

AXIOM: Start the Task Analysis in each block with the most frequently performed and simplest tasks. Proceed from them to the next most frequently performed and next most simple tasks.

The principle advocated by this axiom applies even to the more complicated tasks. It saves back-tracking to avoid duplicating task breakdowns of simpler tasks.

The Standardized Recipe as a Task Breakdown in the Pre-Processing, Processing, Production, and Packaging Blocks

The task breakdown process for Delivery, Service, and Billing Blocks and lower level employees in the Production Block will follow, in general, the method developed above for floor care. The Pre-Processing, Processing, Assembly, Production, and Packaging blocks will differ some because they are concerned primarily with the production of food in units for immediate human consumption.

The *production program* for these blocks is the *menu*. This document lists the various items offered by the establishment to its customers, singly (a la carte) or in combination with other items (table d'hotel), together with the prices of the items or combinations offered.

Depending on the type of establishment and its policies, the menu may be fixed, semi-variable, or variable. Variable and semi-variable items and/or combinations may be changed at intervals, usually daily, and the appearance of items on menus of these types may be either random or may follow a pre-determined plan or cycle.

The type of establishment, the characteristics of the clientele desired, and the price range which this clientele will pay are the basic factors in determining the type of menu offered. The luxury hotel and restaurant may offer an extensive menu, featuring many items from which the customer may select his meal. Such operations require the maintenance of a large inventory of food items, extensive equipment, and numerous and highly skilled production personnel. The margin between food cost and selling price must, therefore, be considerably higher than in an establishment with a limited and fixed menu, made up of items which require only limited equipment, labor, and skill, as occurs in the hamburger-malted milk stand type of operation. Other establishments operate on a wide range of offerings between these two extremes.

In the traditional food service operation, the general menu policy is established by management, but the planning of the actual menu is normally the responsibility of an individual or group of individuals in the middle management category—food production supervisors, chefs, stewards, dietitians, and equivalent titles. As a consequence, items and combinations offered reflect preferences, prejudices, imagination, experience and skill of the menu makers. These individual characteristics are tempered by seasonal availability and market price of food items and a vague and uncoordinated "sense" for customer preference gained through experience.

The number of portions of each item to be produced is largely a matter of experience-tempered guess, with little valid, reliable, or even historical record data as a guide. Little information is available on the effect that presenting an item in various combinations with other items has on the proportional number of sales of each item offered. Nor have reliable factors been developed to adjust prospective sales in relation to the effects of temperature, weather, and other physical factors or such economic factors as the time interval from the customer's pay-day in relation to the price range of menu items offered.

Methods are now available through which data relevant to these and many other factors affecting customer choice among menu items may be recorded. This data can be processed by computers, to provide reliable factors food service operators can use for calculating the number of portions of each menu offering a given group of customers would likely select from any offered combination of menu items and under a wide variety of external conditions.

Computers can also be used to help determine the best combinations of food items for the menu, figure the amounts of ingredients in recipes, deduct issues from the inventory, and produce the order for commodities needed to meet the menu requirements and maintain the inventory at a pre-determined level!

The past method has been to leave judgment on items to appear on the menu and the number of portions of each to prepare to middle management production personnel. They also have decided the amounts of various ingredients in an item and the procedure to use in combining and processing them.

As a result, top management was largely at the mercy of middle management and skill level personnel in meeting the wishes of its customers. Recipes were largely derived from the memories of the skill level personnel which were subject to the normal vagaries of human memory. The result was a lack of a standard of uniformity for a menu item. If a customer was pleased with a particular dish at a specific establishment, he had no assurance that he would receive a duplicate when he ordered the same item the next time he visited the establishment. There might be a different cook whose recipe varied from that of the first, or the same cook might have had a bad day (or the excesses of a convivial evening might have affected his sense of taste).

It is evident, therefore, that quality control, or the maintenance of uniform standards of excellence in food production, depend upon the development of superior, minutely detailed, and rigidly followed standardized recipes.

Standardized recipes have one weakness: they do not provide for natural variations in the ingredients available. However, when purchasing is governed by specifications which are strictly enforced for quality control, variations due to this cause can be kept very small. Further, provisions can be made in standardized recipe procedures for inspection and minor corrections by a skilled individual at a critical point in production to take care of minor ingredient variations. The food service establishment can well afford to employ such an individual, since lower skilled, and hence lower paid, individuals can be trained readily to do an acceptable performance in following standardized recipes accurately.

Thus, the standardized recipe pre-calculated by *management* and detailed with respect to production procedures is the equivalent of the industrial job order. Its accompanying blueprints and directions serve well as the *task breakdown* for the food production blocks in the quantity food service establishment.

Utilization of the standardized recipe as a task breakdown, however, poses some interesting, but not insurmountable, problems.

First, it is impractical to repeat detailed technical information of a repetitive type in full on each recipe.

Second, this impracticability requires the development of a kind of shorthand composed of terms which are precisely defined in procedural meaning.

Third, these terms and their precise meaning must be understood thoroughly by the workers responsible for production of the recipe.

Fourth, workers must be trained to read accurately and follow implicitly the procedures given in the recipe.

Fifth, the workers must be trained in the manual skills needed to translate the recipe directional terms into effective production action.

Figure 16 is a sample form that can be used for the standardized recipes. The training of production workers in the use of standardized recipes will require the development of a body of "related technical information."

Note the features of the Standardized Recipe task breakdown in this form. The heading provides a *recipe number* for easy reference in filing, the *classification* of the menu item, the *title* of the dish, and the *dates* upon which the recipe is *approved, costed, first served,* and *due for review.*

The recipe ingredients are listed in the first column. The weight, measure, or number of each ingredient is listed in the second column. Whether each item weight or measure is to be used *as purchased* (A/P) or as *edible portion* (E/P) is in the third column.

The fourth column, IR-1, is for the *ingredient room* worker who prepares the "production package." He initials after each *ingredient* as he checks the package for completeness and accuracy of measurement. The fifth column, IR-2, is also initialed by the ingredient room worker for *processing operations* performed in the ingredient room. In this case, these operations include (1) cleaning the fish, and (2) mixing the flour-salt-pepper dredge.

The sixth column provides information for costing out the recipe. All other operations in column seven, *What To Do,* are performed by the assigned production personnel. Column eight, *How To Do It,* refers to the serial number of a *Related Technical Information Sheet* which gives the necessary technical information to both the ingredient room and production personnel on the approved method of performing the operation called for.

In the sample recipe, R.T.I.-1 (Related Technical Information) refers to a list of precise definitions of *terms* which appear in recipes; R.T.I.-2 covers *methods of weighing and measuring* ingredients and related tables of capacity; R.T.I.-3 covers *cooking utensils and implements and their uses;* R.T.I.-19 covers *methods of cleaning fish;* R.T.I.-7 covers *methods of frying in general;* R.T.I.-8 covers the *operation of sauteing* (a sub-division of frying); and R.T.I. 28 covers the *production of various special garnitures.*

Related Technical Information sheets, like task breakdowns, serve three purposes: (1) a guide for instructors in presenting various phases of food production techniques, (2) a reference for the trainee, and (3) a check list on approved procedure for the supervisor.

Used in this manner, the standardized recipe becomes the *Task-Unit Breakdown* for the task of "Preparing Ozark Mountain Trout Amandine." Each menu item may similarly be considered as a task, and the standardized recipe for it, together with the appropriate related technical information sheets, may be utilized both as instructional resources and as check lists for performance meeting the establishment's standards.

Figure 16

RECIPE NO. ________ CLASSIFICATION Fish TITLE Ozark Mountain Trout, Amandine

DATES: Approved ________, Costed ________, First Served ________, Due for Review ________

FOOD MATERIALS	WEIGHT/ MEASURE/ NUMBER	A/P or E/P	I R 1	I R 2	ITEM COST	WHAT TO DO	HOW TO DO R.T.I
						READ RECIPE - ASSEMBLE MATERIALS & EQUIPMENT	1,2,3
Trout, fresh,	25 ea.	a/p				Clean fish	19
8-10 oz.						Mix flour, salt and pepper	2
Flour, bread	1 lb.	a/p				Dip fish in milk, then dredge in flour mix	2
Salt	3/4 oz.	a/p				Heat shortening in frying pan (keep about $\frac{1}{4}$" deep)	7
Pepper, white	1 t	a/p				Saute fish in fat, turning as needed until a	
Shortening	1 lb.	a/p				golden brown on both sides (see pic)	8
						Remove fish from frying pan. Drain	2
Butter	1 lb.	a/p				Melt butter in frying pan. Add almonds.	
Almonds, slivered	2 c	a/p				Saute until almonds are brown.	8
						Place fish on heated 10" platter. Pour butter	
Lemons, sliced	3 ea.	e/p				almond sauce over	
Parsley, chopped	1/6 bn.	a/p				Garnish with parsley sprigs and chopped parsley -	
Paprika	1 T	a/p				paprika lemon slices	28

TOTAL FOOD COST ______

YIELD: ______ lbs. ______ oz. or ___ ___ gal.: ______ Portions @ ______ (No.) ea. (Unit) : No. Pans, size 12" x 20" x 2"

wt. or qts./pan 12 - 13 portions

SELLING PRICE/PORTION $2.00

COST/PORTION (Total Food Cost) / (No. Portions) = $__________

FOOD COST PER CENT (Cost/Portion) / (Price/Portion) = ________ %

Standardized Recipes As Elements in the Task-Unit Breakdowns For Other Production Blocks

PRE-PROCESSING

Consolidation of the amounts of various ingredients in the standardized recipes and comparison of needs to the store room or ingredient room inventory and the maximum and minimum stock levels authorized, provide the purchasing agent with the amount of each ingredient which must be ordered to meet requirements. The resulting orders provide the receiving personnel with information regarding what to expect in deliveries and the amounts to accept from vendors. The orders or house policy may also direct where ingredients on order are to be delivered: from receiving to the store or ingredient room, directly to production stations, directly to service installations, or otherwise distributed upon receipt.

PROCESSING AND ASSEMBLY

Quantities of ingredients on standardized recipes provide storeroom or ingredient room personnel the amount of each commodity authorized for issue in the *standard production package* for each menu item. They also provide instructions for the processing of ingredients. Ingredients are normally processed by the ingredient room up to the point of combining. The column, *I.R.-1* (Fig. 16), is initialed by the assembly worker who makes up the production package as each ingredient called for in the recipe is weighed out, measured, sub-packaged, and assembled.

A possible alternative might be for the ingredient room supervisor to check this column as he verifies the completeness and accuracy of the production package prior to its dispatch to the proper production worker.

The column, *I.R.-2,* refers to the processing steps indicated in the *What To Do* column. Two possible uses for it also are indicated: First, the ingredient room supervisor might check the processing steps which his personnel are to carry out in the ingredient room before turning the recipe over to the worker assigned to assembling the "production package" for the recipe. Or, the assembling worker might initial the processing items which he has completed on recipes assigned to him for assembly, thus indicating responsibility for that phase of production. A file of standardized recipes for "Cook to Order" items is maintained in the ingredient room. These recipes differ from the pre-prepared item recipes in that they show:

(1) The ingredients and quantities of each of the *individual portions.*

(2) Directions for the pre-preparation required of the ingredient room personnel only.

(3) Maximum and minimum inventories of ready-to-produce (or cook) portions to be maintained—
   - —at the production station.
   - —in the ingredient room (possibly refrigerated or frozen) ready for dispatch to the production station on call.

In operation, the production worker responsible for *cooked to order* items sends an inventory of the number of portions of each such menu item he has on hand at his station to the ingredient room supervisor at a specified time daily. (See Figure 17.)

The ingredient room supervisor checks the menu and directs the assembly workers to prepare the number of portions he needs to bring his ingredient room stock to the authorized maximum number. He fills the production requisition from the ingredient room "ready stock" in-so-far-as-possible, then replaces the ready stock with newly processed portions, thus providing turnover of both stocks.

The production worker responsible for final preparation is also trained to use the oldest stock first, under the "first in, first out" principle. Should the ingredient room supervisor find items on hand at the production station on the production worker's inventory which are not on the menu, he orders the return of these items to the ingredient room for disposition and/or salvage. Thus, the only food supplies at production stations are the "production packages" of pre-prepared food items and the authorized inventory of ready-to-produce portions of cooked-to-order menu items.

NOTE: This may be supplemented by a small stock of items, such as seasoning agents under the direct control of the Food Production Supervisor (or dietitian or chef). These may be required to adjust standardized recipes for deviations in quality of ingredients. In this connection, it should be noted that with seasonings, in particular, care should be devoted in standardizing recipes that *minimum* amounts be shown. *Additions* may be authorized by the food production supervisor, but it is impossible to *remove* an excess.

Figure 17

COOKED - TO - ORDER PORTION INVENTORY AND REQUISITION

DATE Sept. 1965 TIME 10:00 A.M. NAME James Pearl

Menu Item	No. Portions authorized		No. portions on hand this time	No. Portions needed to repl. to max.	No. Portions issued this requisition
	Max.	Min.			
Steaks:					
Porterhouse	4	2	3	1	1
T-Bone, 16 oz.	8	4	6	2	1
T-Bone, 12 oz.	12	6	8	4	3
Sirloin, 16 oz.	8	4	4	4	4
Sirloin, 12 oz.	12	6	7	5	4
Sirloin, 10 oz.	25	12	14	11	10
Tender, 12 oz.	12	6	9	3	3
Tender, 8 oz.	18	9	12	6	6
Chops:					
Pork	12	6	10	2	-
Lamb, loin	4	2	3	1	-
Lamb, French	4	2	2	2	2
Miscellaneous:					
Hamburger steak	25	12	12	13	12
Hamburger, 4 oz.	30	15	20	10	10
Hamburger, 2½ oz.	30	15	18	12	12
Ham, steak	12	6	8	4	4
Ham, Breakfast Slice	30	15	17	13	12
Ham, Sliced, Sandwich	50	25	30	20	20
Veal Cutlets, breaded	10	5	8	2	-

PRODUCTION

Standardized recipes in *task breakdown* form provide a means for rapid and precise training of food production personnel. They must be trained in:

(1) Reading accuracy and comprehension.

(2) The precise meaning of terms in the "What To Do" directions.

(3) The manual skills necessary to—
—use the tools, utensils, and equipment of the trade; and
—produce the results desired to the standards of the establishment quickly and efficiently.

It is evident that the recipe which is the basis for training must:

(1) Be accurate.

(2) Use terms for which the worker knows the exact meaning.

(3) Include definite and *complete* directions in *What To Do* column, with no step implied under the fallacy that the worker "ought-to-know."

(4) Contain a specific reference to an available file of "Related Technical Information" for each step to which the worker may refer in case of any question, and for knowledge and following of which the production worker is held responsible.

Under the "factory system of food production", *accuracy in following standardized recipes* is the key to success. Should a mistake be made which results in a "reject' item, an emergency call must be made on the ingredient room for another production package since THERE IS NO ADDITIONAL FOOD IN THE PRODUCTION DEPARTMENT FOR REPLACEMENT OF SPOILED PRE-PREPARED ITEMS!

Use of standardized recipes and pre-processed production packages and allowing no other food in the production department prevent cooks from deviating from the standard product with respect to the amounts and types of ingredients used and insure quality and uniformity to production.

In this connection, it should be noted again that the *production packages* for each menu item are delivered from the ingredient room to the responsible production worker *at the time he should start production.* (A suggested form for a Production Schedule is shown in Figure 18). This further insures quality control, since it becomes impossible to bring up an item ahead of the proper time.

PACKAGING

The standardized recipe should provide for portion size, for plate or other service utensil placement, and for garniture. Placement and garniture are best detailed by a color photograph of the standard portion as it is to be presented to the customer. These photographs may be laminated in plastic and filed with the recipes and used over every time the item appears on the menu.

DELIVERY AND SERVICE

Standardized recipes insure the customer that he will receive the same item in size, taste, and appearance every time he orders it. This attention to his desires and importance is essential if he is to feel able to recommend the establishment and an item he likes to his friends.

Furnishing photographs to service personnel serves two purposes: (1) It lets the service worker know the establishment's appearance standard for the item, enabling him to reject, or to call to the attention of the service supervisor any deviation from standard, thus forestalling customer dissatisfaction. (2) It enables the service worker to show the customer what he is ordering in an appetite-appealing photograph, thus giving production an additional incentive to make the item served look like the photographic standard.

MANAGEMENT

Standardized recipes and the factory system of food production provide management tools for accurate cost, quality, and production quantity control. They provide additional safeguards against loss by pilferage. They increase labor efficiency by utilizing workers at their maximum skill level and providing flexibility for the more efficient use of lower skilled workers. Through this flexibility they can, by simple scheduling and the provision of facilities for training, provide workers with opportunities for advancement. By eliminating unskilled or lower level tasks from the work of more highly skilled personnel, they can provide

Figure 18

FOOD PRODUCTION SCHEDULE

DATE ________________ MEAL ________________ FOOD PRODUCTION SUPERVISOR ________________________

Menu Item	Recipe No. or Page	Name Person Responsible	No. Portions to Prepare	Time Start	Time Ready	Special Directions	No. Portions Left Over

opportunities for them to experiment with new recipes or the improvement of standardized recipes without interfering with production. This provides additional incentive and gratification of their need for "self-realization." These worker-benefits, properly exploited, should tend to reduce costly labor turnover.

These are advantages now being obtained with similar methods in industry. There is no logical reason why such methods would not be as highly profitable in the food service industry.

Setting Up a Buffet—A class for Service Training Supervisors under instruction.

CHAPTER VII

Who Performs Each Task?

"Well," said Chairman Andy Brown as the last correction was made in the last service block task breakdown to the satisfaction of the Restaurant Association Task-Unit Committee, "with all of us working together, that didn't take nearly as long as we thought it would, did it?"

"No, it didn't," answered Jim Rice. He and Andy were again friends, since Andy had found the real reason for John Murphy's failure as a bus boy.

"What do we do next, Andy?" Jim asked.

"Looks to me as though we'd better find out who is doing each of these tasks in our places now—if they are being done. I know that a lot of the tasks we have developed here are only being done in my place when I happen to see the need for them and dig up someone to do them. Consequently, they are probably not being done often enough. When they are done they're done by different and untrained people. And, I'll bet that the rest of you are in the same boat!"

The committee chorused agreement.

"Andy," said Jim Rice, "isn't there some kind of a systematic method of finding out who's doing what and what isn't being done, then dividing up the tasks so they'll all get done without overworking anyone?"

"Sure there is, Jim," answered Andy, "Let's take a look at it now."

Starting with Jim's first point, "Who's doing what now," it is time to involve the workers in the service block in what is being done, explain the objectives of the program, and enlist their cooperation. Personal involvement on the part of all workers has been shown[50] to generate their enthusiam and support. If the workers know what is going on and how it will benefit *them*, they are more willing to cooperate and more willing to accept the changes the *Task-Unit Concept* entails.

As a first step, it is suggested that a meeting be held with all employees in the block under study to explain the Task-Unit Concept to them. Ample opportunity should be provided for questions and discussion on their part. The presentation should stress the advantage to them of an equitable division of work, of knowing *exactly* the tasks for which each one will be responsible, and of knowing exactly *how, when*, and *where* management wants each task performed. This constitutes the important "Why?" for their cooperation.

It is important for management to be patient and enthusiastic, to encourage questions and to answer them fully and frankly. Confidence and enthusiasm for the plan on the part of management generates a similar reaction on the part of employees. It is also important for management to put itself in the employee's place, to see the consequences of the plan as *he* sees them. It must be stressed that no present employee will be dismissed or reclassified to a lower payroll grade as a result of changes indicated in the application of the Task-Unit Concept. Any changes will be made gradually and any reduction in number of employees will be governed by normal attrition (loss of employees for other reasons). It is good practice, also, to show how savings arising from greater work-efficiency will be shared equitably with the remaining, more efficient, workers.

The second step is to enlist the cooperation of each employee in keeping an accurate "Job Diary" for a specific period of time—not less than one week nor more than one month. A suggested form for this diary for one day is shown in Figure 19. Note that the first page carries the story of *why* the employee is asked to keep this diary, written in terms of the advantages which will accrue to him for keeping it accurately, and the possible disadvantages to him *not* keeping it accurately. The reverse side provides a form for him to keep track of his activity for one day.

Diaries Should Be Collected Daily. If they are not, they will be neglected until just before the time set for turn-in, when the employee will try, but fail, to remember what he did several days previously and/or the time he did it. Daily forms should be collected as each worker leaves the premises for the day. A new form should be placed with his time card or other action taken to insure having it in his hands when he reports for work each day.

During the period that employees are keeping their job diaries, supervisors and management will also keep daily diaries, particularly of all tasks which they have had to assign to workers and of all tasks which are done improperly or which should be done and are not.

---

[50] The Hawthorne experiment of the Western Electric Company. See Donald E. Lundberg and James P. Armatas, op.cit., p. 6.

Figure 19

FORM FOR JOB DIARY

____
Name of Establishment

NAME OR TITLE OF YOUR JOB ______________________________

YOUR NAME ______________________________ CLOCK NO. ______________

DAY OF WEEK ______________________________ DATE ______________19______

PLEASE READ THE FOLLOWING NOTES CAREFULLY BEFORE STARTING YOUR DIARY. IF YOU HAVE ANY QUESTIONS ABOUT HOW TO COMPLETE YOUR DIARY AFTER READING THE NOTES, ASK YOUR SUPERVISOR FOR HELP.

REMEMBER - AN ACCURATELY KEPT DIARY WILL HELP YOU!!

1. PURPOSE OF THIS JOB ANALYSIS - All of us would like to make our work easier--that is, get the things we have been assigned to do done with the least possible effort. This is often possible when we "use our heads to save our feet." In other words, to so organize our work that tasks slip easily into other tasks naturally, saving us steps, time, and work. The first step in doing this is to know exactly what each of us does, day by day and minute by minute. When we study such a running record, we are sure to find some things we are doing "the hard way," which can be done much easier. Often, simply changing the time, place, or way of doing a task makes considerably less work. Often, too, we find that some tasks in everyone's analysis can be reassigned to someone else, who may be nearer, or have more time just at the time it should be done, or might be able to do it easier or better from a number of causes. Also, such analyses usually find some people doing too much of the needed work and some doing too little. Then reassignment of tasks balances out the workload.

2. WHY AN ACCURATE ANALYSIS OF YOUR OWN JOB IS IMPORTANT TO YOU. When a number of job analyses are compared, it is often found that one person is overloaded at a time when another person is idle. However, when it is tried to transfer some of the busy person's work to the idle one, it is found that he is idle only because he has failed to show what he is really doing at that time. So be sure you show all you do, and when you do it.

3. SHOWING THE TIME OF BREAKS. Under the section for time of "breaks" show only major breaks of over 10 minutes. Such breaks occur for lunch, between split shifts, etc. Do NOT show breaks of less than 10 minutes, such as toilet or smoke breaks.

4. NO CHANGES WITHOUT CONSULTING YOU. What ever is found as a result of these individual job analyses, no changes will be made without consulting with the people concerned. On the other hand you may find after studying your own analysis that there are some places where you could make your own work easier, and you may want to make some changes yourself. When this happens, you may be sure that management will work with you to make the changes whenever possible in view of the other job analyses of your associates.

(FOLLOWING SHEET FOR YOUR DIARY FOR TODAY)

Figure 19 (continued)

1. Time I arrived at the building for work . . . . ______, ______.m.
2. Time I took my station, ready for work . . . . ______, ______.m.
3. Time I left my station to go off duty for the day . . . . ______, ______.m.
4. Time I left the building for the day . . . . ______, ______.m.
5. Time I was off my station during the work-day for MAJOR breaks (over 10 minutes). Do NOT enter toilet, smoke, or other breaks of LESS than 10 minutes. DO enter lunch, etc. breaks.

   a. For (purpose) ______________________ From ______, ______.m.
   To ______, ______.m.

   b. For (purpose) ______________________ From ______, ______.m.
   To ______, ______.m.

   c. For (purpose) ______________________ From ______, ______.m.
   To ______, ______.m.

From:	To:	WHAT I DID (WHAT - NOT HOW you did it)
______, ______.m.	______, ______.m.	

PLEASE PUT IN LOCKED "DIARY BOX" AT TIME CLOCK WHEN YOU CHECK OUT FOR THE DAY

The *frequency* with which tasks are performed should be checked with the original table of management desire or standard which generated the task, and any changes in frequency indicated should be made.

Further, analysis of the job diaries may disclose tasks which either:

(1) were overlooked by the Committee in making up task breakdowns for this block, or
(2) are peculiar to this operation.

In either case, Task Breakdowns should be made for the tasks so discovered and a frequency for their performance determined.

As mentioned previously,[51] other tasks of an infrequent nature may be disclosed at a later date, but these tasks need not affect the following procedure at this stage of development.

The next step is to divide the tasks by frequency of performance:

(1) Those performed routinely throughout the day. Example: Serving customers.
(2) Those performed routinely several times a day. Example: Setting up service stations.
(3) Those performed daily. Example: Dusting furniture.
(4) Those performed less often than daily, by frequency of intervals desired. Example: Washing windows.

The next step is to prepare a master schedule for a one-week period. An example of such a schedule is shown in Figure 20. Tasks are entered on this schedule in the priority of frequency of performance and time-sensitivity. The most frequently performed tasks and those which are time-sensitive in view of the objectives of the block (maximum service to customers) are entered first. Tasks that are not time-sensitive may then be entered in vacant or slow periods in the order of frequency of performance.

In this manner, tasks of a once-a-week frequency can be sandwiched in between and at the same time as tasks

---

[51] *Supra.* p. 17.

Figure 20

ESTABLISHMENT GENERAL WORK-TIME SCHEDULE

ESTABLISHMENT ______________________ PERIOD STUDIED, FROM: ________19______ TO:________19____

6a		7a	TIME	8a	HOUR	9a	10a
TASKS	Job No.	TASKS	Job No.	TASKS	Job No.	TASKS	Job No.
				NOTE: Extend to cover hours open and numbers of tasks expected.			

performed every other day. Those with lesser degrees of frequency may be entered similarly, with the day of the month on which performance is required noted.

In a one-man operation, this master schedule would be that man's individual work schedule, for all operations and tasks pertaining to his *service* function.

As the customer load increases, however, it is obvious that the volume of work within each task increases proportionately and eventually exceeds the capacity of one individual to perform. A division of labor must be made. The first principle of this division of labor is the grouping of similar tasks. For example, while all waitresses will perform the delivery and service functions, they will do so only for customers seated in their stations, but the tasks required in "side work" may be functionally divided. For example, it may be more efficient to have one bus boy fill all water pitchers and ice bins and another stock service stations with linen than to have each bus boy set up a group of service stations.

Therefore, the next step is to assign each task on the master schedule to a specific job, naming and numbering the job, for example "Waitress No. 1" (abbreviated as "W-1"). Figure 21 shows a section of a master schedule with tasks and job titles filled in.

Note that this system provides flexibility in that waitresses, bus boys, and other personnel may be rotated on shifts if management believes such rotation is desirable for morale purposes. A waitress may be "W-3" one week with the time schedule and tasks which go with this job title and number, and "W-1" the next week with the hours and tasks which go with that position. Further, in case of emergency, job titles may be combined, with the tasks designated for each clearly defined for the worker holding the combination job. Tasks of an absent worker, being known and clearly defined, may be divided temporarily among other workers.

The next step is to abstract from the master schedule the individual job schedule of each worker. The job schedule for Bus Boy No. 1, abstracted from the master schedule, is shown in Figure 22.

Thus, each worker will know from his own work schedule *what* he is required to do and *when* he is required to do it. *He* is the *who;* the *why* has been explained to him; only the *how* and *where* remain.

Figure 21

SECTION OF COMPLETED ESTABLISHMENT GENERAL WORK - TIME SCHEDULE

ESTABLISHMENT Poisson Bleu Restaurant PERIOD STUDIED, FROM: August 15 19 65 TO: August 28 19 65

10a		11a TIME		12n HOUR		1p	2p
TASKS	Job No.	TASKS	Job No.	TASKS	Job No.	TASKS	Job No.
Sweep D.R. Floor	BB-1	Set up serv. Station 1&2	BB1	Clear tables, carry soiled dishes to DW Reset tables, supply serving stations. Assist waitresses	BB-1 BB-2	Combine 1-2-1	BB-1
Clean and reset tables	BB-1	Set up serv. Station 3&4	BB.2	Wait on trade	W-1 W-2 W-3 W-4 W-5	Sweep DR Floor	BB-2
Wait on Trade	W-2 W-3	11:30 fill water pitchers and ice	BB-1 BB.2	Dish up and garnish	C-1	Wait on trade	W-1 W-3 W-4
Dust D. R. Furniture	W-2 W-3	Clean and fill sugars	W-4	Cook to order	C-2	Start dinner for prod schedule	C-1
Clean Condiment Cont.	BB 1	Clean & fill salt & peppers	W-5	Assemble and issue salads, dressings, desserts	S-1 S-2	Cook to order	C-2
Clean Washrooms	P	Wait on trade	W-2 W-3	Wash lunch dishes	D-1 D-2	Continue salad issuing	S-1
Wash Street Windows (M W F)	P	Check D.R.	W-1	Wash pots & pans	PW-1	Start dinner salads	S-2
Polish Brass Fittings (Tu Th Sat)	P	11:30 Inspect waitresses	W-1	Keep kitchen clean	P	Issue prod. pkg. for dinner per prod schedule	IR-5 IR-1
Check Lunch Menu	C-1	Go over lunch menu	W-1 W-2 W-3 W-4 W-5	Assist in dish up & garniture	IR-1 IR-2	Continue dish up & garniture	IR-2
Check Prod. Schedule	C-2	Clean locker rooms (men MWF) (women Tu Th Sat)	P	Relieve receiving clerk and check orders and deliveries	IR5	Wash lunch dishes	DW-1 DW-2
Wash Breakfast Dishes	D-1	Empty, clean, refill DW machine	D-1			Buff traffic lanes	P
Prepare & fwd. prod. packages - Lunch	IR5 IR1 IR2	Prepare lunch	C-1			Wash & return pots & pans	PW-1
Clean Garbage Cans	PW-1	Ready items	C-2			Remove waste cans & replace with clean	PW-1
Prepare Lunch salads	S-1 S-2	Prepare & fwd. prod. pkgs. - dinner	IR5 IR-1 IR-2				

Figure 22

JOB SCHEDULE

TO ACCOMPANY JOB DESCRIPTION NO. BB-1 FOR (Name) John Murphy CLOCK NO. 12

DATE Sept. 1 19 65

INSTRUCTIONS

You are directed to perform the duties provided for in your Job Description during the time and on the day of the week indicated in this schedule, unless specifically directed otherwise by your supervisor. If you are unable to perform any indicated duty at the time and on the day indicated, it is YOUR RESPONSIBILITY to so notify your supervisor BEFORE the day or time the duty is scheduled to be performed in order that other arrangements may be made to perform that duty. This schedule does NOT prevent your supervisor from altering it or assigning different or additional duties as may be necessary to provide for the effective use of manpower in your department.

From To Time	Day Tues. DUTY	From To Time	Day Wed. DUTY	From To Time	Day Fri. DUTY	From To Time	Day Sat. DUTY	From To Time	Day Sunday DUTY
a.m.								a.m.	
6:30 to 7:00	Your breakfast		SAME AS TUESDAY		SAME AS TUESDAY		SAME AS WEDNESDAY	7:30 to 8:00	Your breakfast
7:00 to 10:00	Bus dishes, clear & set tables. supply serv. sta.		except -					8:00 to 11:00	Bus dishes, clear & set tables, supply serv. sta.
10:00 to 11:00	Sweep DR floor Dismantle & clean serv. sta. 1 & 2		Dismantle & clean serv. sta. 3 & 4					11:00 to 11:30	Sweep DR floor
11:00 to 11:30	Your lunch							11:30 to 12:00	Your lunch
11:30 to 2:00 p.m.	Set up serv. sta. 1 & 2, fill & ice water pitchers, Bus dishes, clear & set tables, assist waitresses							12:00 to p.m. 3:00	Set up serv. sta. 1 & 2, fill & ice water pitchers, bus dishes, clear & set tables, assist waitresses
2:00	Sweep DR floor							3:00	Sweep DR floor
2:30	Straighten & align furniture							3:30	Straighten & align furniture
2:30	Off							3:30	Off

NOTE: We are closed on Mondays. Your day off is THURSDAY.

(SIGNED)________________________
SUPERVISOR

CHAPTER VIII

Training the Workers

"It's really surprising how enthusiastic my people became and how well they did on the Job Diaries," said Jim Rice at the next Restaurant Association Task-Unit Committee meeting. Jim added, "With the workers' diaries, the task breakdowns we worked out, and the supervisors' and managers' lists, it wasn't too much of a job to make up the master and individual work schedules. By the way, were the rest of you as much amazed as I was at the number of tasks floating around at loose ends in the place?"

"I was, for one," replied Andy Brown, "and I can sure see now how much of my time, and that of my hostess and chef, was taken in rounding up someone to do those tasks. You have to tell them what to do, check to find out if they do it and, like as not, find it half done or done wrong. It's your own fault, too, for not making arrangements to train workers in the first place. That's our next step today—to plan for training workers on the *how* and *why* of various tasks and scheduling the *when* and *where*. It'll go a long way in keeping up their morale and giving us more job stability."

Each member had been asked to bring his service block master schedule and the individual work schedules for his operation to this meeting.

"Let's start by looking at the most simple job in the block," Andy continued. "By the way, it's the one that got me interested in this analysis—the bus boy job. Remember, I told you about telling Gertie, the waitress, that a bus boy doesn't have to know much? Isn't it something how wrong I was, now when we look at the Bus Boy No. 1 Work Schedule? Let's list the tasks he is required to perform on the blackboard." Andy went to the board and listed the following.

1. How to clear a table.
2. How to load and carry tableware.
3. How to deliver soiled tableware to the dishwashing department.
4. How to sweep a floor.
5. How to change table linen.
6. How to set up a table for lunch.
7. How to set up a table for dinner.
8. How to set up and supply waitress service stations.

"Simple tasks, yes, but it's amazing how many mistakes an untrained worker can make in every one of them, and how many unnecessary and costly steps a worker who is not trained in the most efficient way to perform each task can take."

"But, that's not all there is to it," chimed in Jim Rice. "As you told us about John Murphy, Andy, when the worker isn't shown how *you* want a task done, he'll do it the best way he knows how. When it's not done *your* way, you become frustrated and 'bawl him out.' Then *he* becomes frustrated, doesn't want to take on any other task he doesn't know how you want done for fear of making another mistake and catching another 'blast' from you. He shirks the work and you fire him and start over again!"

"Right, Jim," rejoined Andy, "and that leads to another important part of training, *motivation.* As I see it, there are several phases in this:

1. Leading the worker to realize the importance of his job as a member of the 'team', and the importance of both the establishment and the industry to the community. In other words, instilling a measure of pride in his job.
2. Leading the worker to feel at home, that he is an accepted member of the team (and this is particularly true when the worker is a member of a minority group). Also, in this respect, make him feel that he has responsibilities to the other members of the team to carry his weight.
3. Making the employee aware that the public judges the competency of the team by the personal appearance, attitude, manners, and evidences of skill and efficiency displayed by each individual team member with whom it comes in contact, as well as the surroundings and the food. In other words, that *he* is an integral and important part of both the *atmosphere* and *image* of the establishment.
4. Showing that his responsibilities extend to the well being and health of the customers whose money pays his wages.

5. Let him know that if he makes good by following through on the instruction, he *will* please the boss, gain praise rather than reprimand, and be promoted to the full extent of his personal ability. Keep it clear, however, that the responsibility for the proper performance of the tasks assigned him, at the right time and place, and in the manner to meet the establishment standards, is his alone.
6. Finally, that *you,* the MANAGER, have *confidence* that he CAN discharge the responsibilities for the tasks which compose his job satisfactorily or you wouldn't hire him and go to the trouble and expense of training him."

"I'll buy that," cried Chris Stamatakis, "I came up the hard way. If I'd had a welcome like that to my first job when I came from the old country I'd have avoided a lot of the mistakes; gotten ahead a lot faster."

"I feel the same way, Chris," Andy replied, "and I'm more than a little put out that I failed to realize how important this kind of welcome is. But, I certainly mean to correct these shortcomings from here on. How about it?"

"You bet!" replied Chris, "What's the next step, Andy?"

"How about planning an individual training program for each of the Job Titles we have put down on our master work schedules? It will need to include an orientation, the performance of the tasks assigned to the Job Title, and the related technical information which the worker should have to round out his knowledge of the job. Here is a form we can use. It is a modification of the Standard Brands Training Plan[52] to fit our Task-Unit Concept."

"Wait a minute, Andy!" cried Paul Rose, another member of the committee, "are you going to tell us now that we are going to have to operate a *school* in each of our places? Do we have to pay workers to go to school, pay for an instructor's time in teaching them, and get no work out of them while they are learning? I've gone along so far, but I thought this was to be on-the-job training. I'm beginning to think we are going too far!"

"Paul," answered Andy, "it's a wonder that we have come along this far before someone brought that up! I thought so, too, until I found out how to make up an individual training program which tied the instruction right into the normal work of our restaurant. Here is a copy of the Individual Training Program for our Bus Boy No.1 (See Figure 23), using the form I was about to show you. Let's look it over and see if it answers your questions about the on-the-job feature of the training.

"This form is designed to be a permanent part of the employee's personnel record; that is the reason for the information in the title and heading. When the worker completes his training, he should know his job and his responsibilities thoroughly and know how to perform each task composing it to meet our standards. He can't say, "But I didn't know . . . .," because the fact that he was told, shown, and asked to demonstrate that he knew is a matter of record. It's on his card with the date and name of his task instructor. It is a check on the task instructor's thoroughness and effectiveness, too. But in the meantime, he *is* doing useful work for us as a part of his practical training.

"Once he has been told and shown what to do, how, when, and where, he *immediately* takes over doing the tasks; first, under close supervision, then under progressively decreasing supervision as he gains skill and confidence. He is doing useful work from the moment he steps out of the orientation session, except for brief periods. These I am sure you will recognize, can be conducted during slack between-meal periods, which will interfere very little with his work.

"He will be slow at first—what new employee isn't? But, I'm willing to bet that at the end of the three-day training period we have outlined he will be faster, more efficient, more confident, and have a better attitude. In other words, he'll be a much better bus boy than he would be in a month (if you kept him that long) under the learn-it-by-absorption method. He will give you less trouble thereafter, too. Tasks assigned will be done correctly and to proper standards, and you won't have to be constantly trying to find someone to do tasks assigned to him and telling a green employee how you want it done. This sound okay, this far?"

"I guess so, Andy," agreed Paul Rose, "But who has the time to train this bus boy the way the Individual Training Program outlines? I know I don't nor do I know anyone in my organization who knows all those details and how to *teach* them to someone else."

"You have put your finger right on the heart of the problem we are facing, Paul," said Andy." Competence in teaching is a task in itself, but, like other tasks, it, too, can be taught."

"Is it realized," he continued, "that the average restaurant cannot afford to employ a full time teacher any more than it can afford full time students. A job of this type is not justified by the number of employees in the average food service establishment, or the amount of training required. Further, if the objective of the Task-Unit Concept is correct in that with better trained employees there will be less frustration and dissatisfaction and less need for close supervision, as well as lower employee turnover, the volume of purely teaching activity should decrease as the training program becomes effec-

---

[52] "Tested Management Techniques" Series. (New York: Standard Brands, Inc.)
·Available through local offices of Standard Brands Sales Corp.

Figure 23

Individual Training Program	Location: Poisson Bleu Restaurant Prepared by: Dick Roe Approved by: Andy Brown	Training Program for: James Doakes Job Title: Bus Boy No. 1 Starting Date: 9/1/65

TASK OR SUBJECT FOR TRAINEE INSTRUCTION	Name of Instructor	Method of Instruction	Breakdowns, Auxiliary Information Sheets (by Code Nos.), Other References, Training Aids, and Other Materials Required	No. Hours Allowed	Date to Complete	Grade	Date Graded	Grader's Initials
1. Orientation, Industry, House & Job - Introductions, Tour	Doe	D	Doe's Employee's Handbook	1½	12/28	S		JD
2. Clearing a Table	Roe	DM	T-BB-1; Uncleared Customer Table	½	12/28	S	12/28	RR
3. Loading & Carrying a Bus-box	Roe	JIT	T-BB-2; Bus-box	½	12/28	S	12/28	RR
4. Delivery to Dishwasher	Roe	JIT	T-BB-3; Bus-Box of Soiled Tableware	½	12/28	S	12/28	RR
5. Setting Tables - Lunch	Roe	JIT	T-BB-4; 4 Table, Linens, Dishes, Glass, Silver	½	12/28	S	12/28	RR
6. Supervised Practice of Above	Smith	JIT	Works With Smith, BB-2, Through Lunch Hour	2	12/28	S	12/28	RR
7. How to Sweep a Floor	Roe	JIT	T-C-1; See Breakdown for Equipment	1	12/28	E	12/28	RR
8. How to Change Table Linen	Roe	JIT	T-BB-5; 4 Table, Linens, Set-up	½	12/28	M	12/28	RR
9. Setting Tables - Dinner	Roe	JIT	T-BB-6; 4 Table, Linens, Dishes, Glass, Silver	½	12/28	S	12/28	RR
10. Personal Appearance & Manners	Doe	JIT	A/M-S-1; BB Uniform, Apron, S. Towel, Mirror	½	12/28	M	12/28	JD
11. Food Service Sanitation	Inspector	C	City Food Service Ordinance; USPHS Manual	1½	12/29	S	12/29	JL
12. Supervised Practice of Above	Smith	JIT	Works With Smith, BB-2, Through Lunch Hour	4	12/29	S	12/29	RR
13. How to Set Up & Supply Waitress' Service Stations	Roe	JIT	T-BB-7; Service Station Normal Dinner Set Up	1	12/29	S	12/29	RR
14. Supervised Practice - Dinner	Smith	JIT	Works With Smith, BB-2, Through Dinner	1½	12/29	S	12/29	RR
15. Safety & First Aid	Roe	DM	A-G-1; First Aid Kit	1½	12/30	M	12/30	RR
16. Supervised Practice - Lunch	Roe	DM	Works Own Station Under Trainer's Supervision	4	12/30	S	12/30	RR
17. Pick-up Inst. (M-grades)	Roe	JIT	See M-Grade Subjects	1½	12/30	S	12/30	RR
18. Supervised Practice - Dinner	Roe	JIT	Works Own Station Under Trainer's Supervision	1	12/30	S	12/30	RR
19. Your Opportunities Here	Doe	D	EMP. HB, Local HS and/or JC Announcements	1	12/31	-	12/31	JD
20. Evaluation - Presentation of Certificate of Proficiency as Busboy.	Doe Roe	D	Individual Training Program - Cert. of Prof.	½	12/31	-	12/31	RR

METHODS: D = Discussion; DM = Demonstration; R = Role Playing; C = Class; JIT = Job Instruction Training
GRADE ON EVALUATION: E = Excellent; S = Satisfactory; M = Needs more training; U = Unsatisfactory, REPLACE AT ONCE

tive. It must be recognized further, however, that there will always be a certain amount of training or teaching required to take care of what turnover remains, and to up-grade present employees for promotion and for ever smoother and more efficient operation."

The Task-Unit Concept, therefore, suggests that at least one individual in your supervisory or junior management group be specially trained as a *training supervisor.* The training supervisor's training duties would be in addition to his or her regular duty assignment, although the regular assignment must be modified to allow for training time. These duties would include:

1. Developing an *individual training program* for each *job title* (or payroll job) in the establishment.
2. Securing or developing the necessary task-unit breakdowns, related technical information and general information publications, training aids, and instructional properties called for in all Individual Training programs.
3. Selecting and training task instructors from the various blocks to be responsible for instruction of assigned trainees in specific tasks. This training for task instructors would include:
   a. Thorough training in the subject matter of the tasks to be taught as detailed in the task breakdowns.
   b. Techniques to be used in teaching the task.

   EXAMPLE: In training a bus boy, the hostess or head waiter, a waiter captain, a waiter or waitress, or even a senior bus boy could be trained as task instructor. All employees in this category of job titles should be thoroughly familiar with all of the subject matter in the bus boy training program in order that:
   (1) They can perform all or any of the bus boy's tasks in an emergency, and
   (2) They can coordinate their activities with and/or supervise competently the work of the bus boys.

This principle is so implicit that, under the continental apprenticeship system, waiters were required to be proficient as bus boys before being permitted to train as waiters, captains, head waiters, or maitre d'hotel. Hence, it should be necessary only to train the *task instructor* for bus boys in the techniques of instructing in these tasks. Figure 24 shows other service personnel who must know the bus boys' job as well as their own.

In making up training programs for the higher level jobs—waiter, captain, and so on—the same technique used in the task breakdown for bus boys can be used. The breakdown for them will include the simple operations as a process-step in a more complex operation. For example: The *task* or *subject* column of a waitress' training program may contain the item: Review Bus Boy Training Program. Method might call for manning a bus station under supervision for one day, usually the first day of training. Similarly, a hostess' training program might call for "Review W (Waitress) and BB (Bus Boy) training programs."

4. Supervising training by task instructors to see *whether* instruction is given properly and controlling to see *that* it is. This function does not require the training supervisor's continual presence during training. It is generally exercised by 'surprise' inspections of short duration of training activities, observation of the performance of the trainee on the job, and informal questioning and/or more formal examination of the trainee during and at the end of a specified period of training. Training supervisors should require task instructors to maintain a high standard of excellence both in their own work and as an example to trainees. Additional training and re-training should be prescribed for individual trainees as required. The sample Individual Training Program (See Item 17, Figure 23) provides for pickup instruction in any phase of training needed.
5. Formally examine trainees for proficiency of performance in all assigned tasks at the conclusion of training. Recommend the trainee to management as a 'Certified (Job Title) '. (See Figure 25) A certificate should be supplied preferably furnished and officially recognized by the restaurant (hotel, motel, dietetic, or other professional) association, and authenticated by the local Department of Health. It is suggested that such certificates be issued only to training supervisors who are recognized or certified by the association. They would, in turn, be not only responsible to their employer, but also to the association for certifying that the trainees to whom Certificates of Proficiency are issued are trained and competent to perform the tasks composing their jobs. Training supervisor certification might be made contingent upon the subsequent performance of trainees certified by the supervisor. Certification of the supervisor could be voided by the issuing agency when such performance in several instances is shown to be consistently below standard. The status *value* of the *Certificate of Proficiency* program will depend upon the competence of the *least* competent trainee to whom such a certificate is issued.

NOTE: While Certificates of Proficiency have a value in ascertaining the "trainability" of their holders, they should never be taken as a proof that their holders will need no further training in a different establishment. House policies differ between establishments, as was seen in the John Murphy case (Chapter I). Therefore, the criterion of "experience" is no excuse for a "he-ought-to-know" condemnation when a work-

Figure 24

JOB TITLE Bus Boy - Bus Girl

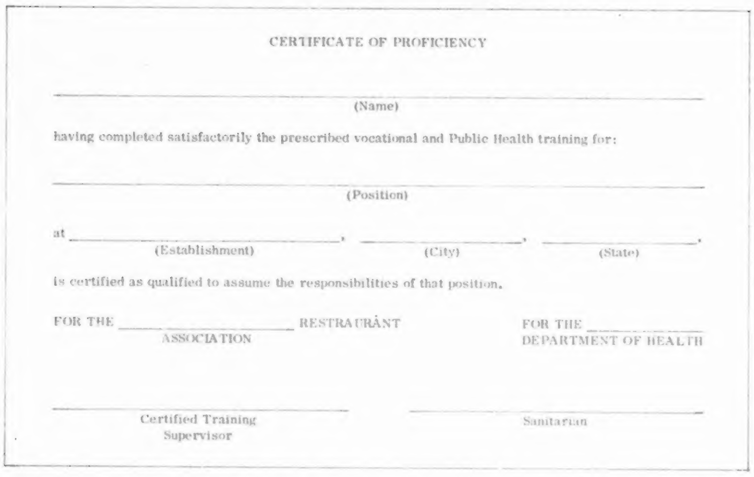
WHO SHOULD KNOW AND SOURCE OF KNOWLEDGE

JOB NOS BB-H BB-3
BB-1 BB-(X)
BB-2

TASK-UNIT JOB ANALYSIS	Doe's Employee's Handbook	U.S.P.H.S. Manual & Local Health Code	First Aid Manual & First Aid Kit	Table Setting Diagrams	Table Clearing Diagram	Soiled Dish Table Diagram	Linen Changing Diagram	Diagrams of Proper Service	Service Station Diagram	TASK BREAKDOWN CODE NUMBERS	Personnel to be trained									REMARKS
											Head Waiter *	Hostess *	Waiter, waitress	Head busboy *	Busboy No. 1	Busboy No. 2	Busboy No. 3			
1. Orientation, Industry, House & Job - Introductions, Tour	✓									DHB	✓	✓	✓	✓	✓	✓	✓			
2. Personal Appearance - Manners	✓									DHB	✓	✓	✓	✓	✓	✓	✓			
3. Food Service Sanitation		✓								USPHS	✓	✓	✓	✓	✓	✓	✓			
4. Safety & First Aid			✓							FAM	✓	✓	✓	✓	✓	✓	✓			
5. Your Opportunities Here	✓									DHB	✓	✓	✓	✓	✓	✓	✓			
6. Evaluation	✓									DHB	✓	✓	✓	✓	✓	✓	✓			
7. Table Setting - Breakfast				✓						T-BB-8	✓	✓	✓	✓	✓	0	0			
8. Table Setting - Lunch				✓						T-BB-4	✓	✓	✓	✓	✓	✓	✓			
9. Table Setting - Dinner				✓						T-BB-6	✓	✓	✓	✓	0	✓	✓			
10. Table Setting - Functions				✓						T-BB-9	✓	✓	✓	✓	0	✓	✓			
11. How to Clear a Table					✓					T-BB-1	✓	✓	✓	✓	✓	✓	✓			
12. How to Load Soiled Dishes					✓					T-BB-2	✓	✓	✓	✓	✓	✓	✓			
13. How to Deliver to Dishwasher						✓				T-BB-3	✓	✓	✓	✓	✓	✓	✓			
14. How to Change Table Linen							✓			T-BB-5	✓	✓	✓	✓	✓	✓	✓			
15. How to Serve & Replenish Water								✓		T-W-1	✓	✓	✓	✓	✓	✓	✓			
16. How to Serve & Replenish Bread, Rolls, & Butter								✓		T-W-2	✓	✓	✓	✓	✓	✓	✓			
17. How to Replenish Beverages								✓		T-W-3	✓	✓	✓	✓	✓	✓	✓			
18. How to Set up and Supply a Waiter Service Station									✓	T-BB-7	✓	✓	✓	✓	✓	✓	✓			
19. How to Sweep a Floor										T-C-1	✓	✓	0	✓	✓	✓	✓			
20. How to Mop a Floor										T-C-2	✓	✓	0	✓	0	0	✓			
21. How to Handle Spillage & Breakage Accidents										T-BB-10	✓	✓	✓	✓	✓	✓	✓			
22. How to Vacuum a Carpet										T-C-5	✓	✓	0	✓	✓	✓	✓			
23. How to Spot a Carpet										T-C-6	✓	✓	0	✓	✓	✓	✓			
24. How to Dust										T-W-10	✓	✓	✓	✓	✓	✓	✓			
25. How to Care for Condiments										T-BB-11	✓	✓	✓	✓	✓	✓	✓			
26. How to Handle Complaints	✓									DHB	✓	✓	✓	✓	✓	✓	✓			
27. How to Get Along with Your Associates	✓									DHB	✓	✓	✓	✓	✓	✓	✓			

*To be qualified as Task Instructor in this category.

Figure 25
CERTIFICATE OF PROFICIENCY CARD



CERTIFICATE OF PROFICIENCY

____
(Name)

having completed satisfactorily the prescribed vocational and Public Health training for:

____
(Position)

at __________________, ____________, ____________.
(Establishment) (City) (State)

is certified as qualified to assume the responsibilities of that position.

FOR THE ____________ RESTRAURANT ASSOCIATION
FOR THE ____________ DEPARTMENT OF HEALTH

____
Certified Training Supervisor

____
Sanitarian

NOTE: Set Certificate on standard 2¼" x 3½" wallet card. If facilities are available, the card is much more impressive if the words "whose photograph and signature appear on the reverse of this Certificate," are added between "Name" and "having completed . . . etc.;" particularly, if it is possible to laminate the card in plastic. The card thus acts as an ID card. Copies of photograph, filed with the employee's signed application in a permanent personnel file, are also useful for identification purposes, should they be needed at a later date.

er in a new situation follows the policy he has been taught. He must be told specifically the policy for that action in the new establishment by someone in authority.[53] However, such differences may be expected to be minimized or to disappear entirely upon the adoption of *industry-wide standards* for task breakdowns. This would also tend to minimize time and expense of training and increase the status of the trained or "certified" worker.

Where the Certificate of Proficiency Program is properly conducted, the training supervisor can hold a rapid examination of new employees and limit instruction to the *differences* between their present and former jobs in standard procedures.

6. Establishment and operation of a periodic 'Employee Evaluation Program'. A program of this type has a multiple-advantage for management. It enables management to give recognition to good work, to catch employees who are slipping while there is still some hope of salvaging them, and to get rid of dead-wood before its rot can spread too far. It has an advantage for the employee, too, as it may bring to light good work which would otherwise be unrecognized, minor faults which he can correct but which are holding back his promotion, and possibly, reassignment, rather than dismissal, transfer to a job in which he can use effectively such talents as he has.
7. Provide a continuous program for up-grading and making eligible for promotion present employees whose performance warrants such consideration.[54]

"Where can the person I select as my training supervisor get the kind of training that would fit him for a job like that; and how long would it take?" asked Paul Rose. "Sounds like I'd have to get a graduate of one of these college Hotel and Restaurant Management courses. My business wouldn't afford that, with the starting salaries I hear those fellows are getting from the big restaurants and chains."

"No, Paul," replied Andy Brown, "I've been looking into this matter, and find that the educational background of good training supervisors at the levels of training we are talking about doesn't make too much difference. Below the managerial and supervisory level, that is. There are other characteristics, though, which are essential."

"Such as?" questioned Jim Rice.

"First of all, knowledge of the subject and manual skill at performing those tasks which require such skill. But, don't think that your best waitress will necessarily make the best training supervisor. There are other characteristics just as important as a high degree of skill, or more so. One is empathy, the ability to see, think and feel as the trainee does. To gain this, it is almost necessary for the trainer to have gone through the same kind of situations which confront the trainee. Otherwise, he is liable to go 'over the head' of the trainee, forgetting or sloughing over some of the small but essential points which are habitual with the trainer in performing a task. The trainer also must remember how he felt and thought, and what he saw when he was in the trainee's shoes. His attitude must not be either 'know-it-all' or patronizing. And, he must be patient, willing to go over and over again any point the trainee doesn't seem to understand or be able to do properly. Often, this means taking a different approach or several approaches in trying again to 'get through' to the trainee.

---

[53] See "AXIOM" *Supra.*, p. 32.

[54] John M. Welch, *Instructor's Guide, Accelerated Adult Training Program for the Quantity Food Service Industries* (Columbia, Missouri: Extension Division, University of Missouri, Extension Circular C-775, 1963).

"Another essential characteristic is ability to communicate, not just repeat what is down in the task breakdown he is using for a guide, but the ability to put the point he is teaching into terms which the trainee will understand. In this respect, education at least through high school is a definite, though not absolutely essential, asset to the Training Supervisor.

"Then," continued Andy; "there is both a willingness to learn and an ability to follow instructions, not just the letter, but the sense or 'spirit' of the instructions.

"Last, and important, but meaningless unless he has the other qualities, is belief in the importance of what he is doing, and an almost missionary enthusiam to help the trainee by passing the knowledge on to him. These, then, are the important characteristics of the trainer, whether he be a task instructor or the training supervisor.

"Given a person with the characteristics we have discussed it doesn't take long to train him in the techniques of effective teaching. I've seen a very effective job done in about 30 hours of instruction for service block instructors and about 60 hours for production personnel instructors. There are many educational institutions able to conduct training supervisor courses for us, too, at a minimum of cost. Hours can be arranged so they offer minimum interference with our training supervisor's primary job. How does that sound?"

"Well, it *sounds* pretty good," said Paul Rose rather doubtfully, "but with our schedules and detailed task breakdowns, is a trained training supervisor really necessary? I think I could train my help myself, without anything more than I have here," and he motioned toward the pile of schedules and task breakdowns before him.

"I don't doubt it, Paul," replied Andy. "From what I have seen of you, you have all the characteristics of an excellent teacher. As a matter of fact, you have done a mighty fine job already from what I saw of the service at your place the other evening when we had dinner there together. But, you also told me that you have a serious problem with turnover, and that the small but necessary and distracting details were, as you put it then, 'driving you nuts.' Those details won't disappear at once when you start a training program. Your people have to have *time* to learn and apply all the things they are to be taught. Now, do *you* have the time to devote to doing the job of training your people, or even your task instructors? Even if you *took* the time, could you concentrate sufficiently on training to do the kind of a job you know must be done to get full benefit from this program with all the other details of running your business plaguing you? And, even if you can concentrate like that, remember that you would be *stealing the time* from your other managerial duties to do something which can be done as well or better by a less expensive individual! Could you afford that?"

"When you put it that way, Andy, it looks like a well trained training supervisor is about the best investment I could make. But, wouldn't I need two such training supervisors, one for service in the front of the house and one for production and other back-of-the-house activities?"

"On the surface, Paul, that would seem to be the ideal arrangement," replied Andy. "It was my first reaction, too. I started to apply this Task-Unit Concept in a small way myself. I took the time to take a course in Methods of Training, then trained my hostess, who supervises the dining room, and my chef, who is food production supervisor, and others as training supervisors for their areas. It didn't work too well. Each one appeared to think and act as though their areas were little, separate empires rather than units of an over-all team. Friction increased. Further, each one was so close to his own area that he attempted to do all the training himself instead of developing task instructors and delegating the actual training to them.

"As a result, they bogged down in the responsibilities of their own jobs and gave sketchy and inadequate training to their trainees. I've corrected that now. I have an assistant manager who helps me and has primary responsibility for recruiting, hiring, training, and employee morale and performance, and has additional duties as a sort of personnel and public relations manager. He has trained most of our older employees to be task instructors in some phase of training."

"His program, Paul," continued Andy, "seems to have several other advantages:

1. It centralizes responsibility for *all* training in one individual who is trained and competent to fulfill that responsibility.

2. It involves *more people* in a meaningful, rewarding, and prestige-carrying role. This increases the feeling of belonging and of esteem among the task instructors.

3. It has developed a spirit of friendly competition over whose trainee shows the most progress.

4. It provides management with a fertile field for recognizing individual achievement. The training program includes recognition and reward for both the worker and his task instructor when the worker's achievement warrants, thus meeting the "self-realization" need of both to some extent. For example, we give the task instructor a small bonus or some other recognition when a trainee passes his final examination in the subject taught by that instructor.

5. The greatest benefit to us as management seems to come from the *review of proper work methods* necessary for the task instructor himself every time he instructs a new trainee. This review occurs twice: First, the training supervisor gives the task instructor the written material—the task breakdowns, related technical information sheets, and general information publications—which is to be passed on to the trainee at the proper time in training. He goes over each one rapidly with the task instructor for content, timing, and suggestions for instructing. Second, the task instructor must *teach* the subject to the trainee. This keeps the older workers on the ball, too. Did you ever try to teach something competently and enthusiastically without reviewing the subject matter yourself? It's tough no matter how well you know it.

6. Last, but far from least, is the fact that during training the trainee works *with* the task instructor. The very nature of this relationship tends to require that the task instructor perform the task in which he is instructing in a meticulous manner, from personal pride in his own skill and competency and as a demonstration for the trainee.

"But that isn't all. From an organization standpoint this system spreads the work of training around to an extent that it interferes little with the normal routine of workers; so little, in fact, that we can sandwich it in without even changing individual job schedules!"

"That makes sense to me," Jim Rice decided. "How about it, Paul?"

"Enough sense that I'm willing to try it," Paul replied. "When and where can we get a training supervisor's class going, Andy? I want to take it myself so I can be sure my future training supervisor is following through, and so that I can discuss details of training with him intelligently."

"That's a fine idea, Paul," said Andy. "Just as our task instructors should be highly skilled in the performance of the tasks which they teach, management should be skilled in the responsibilities of its middle management and supervisory assistants.

"As for getting a class started, Paul, before we ask an educational institution to set up a training supervisor's course for us, shouldn't we agree on what we want our supervisors taught, just as we agree on what we want our workers taught in the task breakdowns, and related subjects on the individual training programs?

"Suppose we take the service blocks first, as being the blocks most likely to show an immediate and appreciable return on the investment. What must our training supervisors know to be able to train the task instructors and, through them, the workers?

"Jim Rice pointed out that the first element we have to contend with is motivation. Isn't it logical for us to start out by selling training supervisors on the *need* for better food service personnel training, and *their importance* in achieving it? Shouldn't they understand, as we do now, the real meaning of 'service' and how it is provided?

"Then we need to go into the Task-Unit Concept and show them how the tasks are broken down, timed, scheduled and so forth and how these task breakdowns determine the training for individuals assigned to them. After that, they'll need to be taught good adult teaching methods."

"I'm curious, Andy," Jim Rice interrupted. "Just what are these methods and techniques you've mentioned that are effective with adults? Hope they aren't like the old school room. Frankly, I disliked school so much I left after two years of high school, when I was sixteen and could get a full time job—much to my present sorrow."

"I'm in the same boat, Jim," replied Andy. "But, I was amazed when I took that Methods of Teaching Adults course. It sure was different from the old school. I found myself interested and enjoying it so much that I was really sorry when it was over. But, I don't think this is the time or place to give you a course in teaching. We have a managerial job to do. Let's leave methods and techniques to the educators who will teach our Training Supervisors how to train."

"But, Andy," said Chris, "isn't there *some* way that we can start using our task breakdowns in training our people right now? Maybe we can make the task of training task instructors more simple if we can get our present workers doing their tasks in the way we have detailed in the Task Breakdowns. To me, getting some of this training under way right now is so important that I'm willing to steal some of that managerial time. It *is* an emergency!"

"Yes, Chris, there is one method which our training supervisors will probably use more than any other. It is the most effective way of teaching skills which are done more with the hands than with the brain. It is called the Job Instruction Training Method, or JIT for short. It can even be briefed in four words!

1. Preparation
2. Demonstration
3. Repetition
4. Supervision

Now, that's easy to remember, isn't it? Here are some mimeographed outlines of the JIT method." Andy handed out the sheets with the following step procedure.

THE JOB INSTRUCTION TRAINING METHOD[55]

Step 1—Preparation

This is important. Trying to train people who have no interest in the subject being taught and no real reason to learn is largely a waste of their time and that of the trainer. The trainee must *feel a need* for the training offered. If the need is not there, the first task of the trainer is to discover why, and to implant a need in the consciousness of the trainee. For this purpose, the trainer uses his knowledge of the basic human needs to find those which are most pressing on the individual trainee. Then:

a. Put the trainee at ease. Make him feel that the trainer is interested in him both as an individual and as a member of the "team" to which you both belong. Show him that the trainer has confidence in him, feels that he can do well on his job and won't hesitate to accept the responsibility for the tasks assigned to him if he knows how to do them and has confidence in his own ability. Make it very clear that the trainee is expected to ask questions about anything he doesn't understand clearly either during instruction or in performance of the operation taught. Let him know there is no such thing as a "silly" question because every question merely lets the trainer know that he has left out some information needed by the trainee, or has not made himself clear. Questions are an indication both of intelligence and interest on the part of the trainee.

b. When the trainer feels that he has put the trainee at ease and has his active interest, and that the trainee feels a need for the training, the trainer is ready to state the task: First, state the *objective* of the task, then how to accomplish this objective. Find out what the trainee knows about the task. Remember, it is just as important to find and correct previous errors or misapprehensions as it is to teach new skills, perhaps even more so, since they may have become ingrained through habit which the trainer may find difficulty in breaking.

Impress on the trainee the importance of the task. Every task *is* important in the smooth and efficient operation of the team. "For want of the nail, the shoe was lost ......", and the halfback failed to make the winning touchdown because the guard didn't take out his man! Build up the trainee's interest and enthusiasm to perform each operation *correctly*. Explain that many people have taken much time and effort to find the way to perform each task with as little effort or work on the trainee's part as possible. They have "used their brains to save his back," so it would be rather foolish for him to do more than necessary, tire himself out needlessly, by doing the task in a way that requires more energy on his part.

c. Place the trainee in the proper position to observe the trainer's demonstration of each operation to be taught.

Step 2—Demonstration

Demonstrate to the trainee exactly how the operation is to be performed. Explain each motion and principle: How it is devised to get best results with the least physical effort on his part. Show—tell—illustrate each move, first in slow-motion, then at the tempo the trainer expects the trainee to attain eventually. Stress that accuracy comes first, and that speed develops with practice. Emphasize, however, that accuracy in performance must never be sacrificed for speed. Invite questions. Answer all of them seriously. Don't criticize or be sarcastic, no matter how silly a question may sound. Cover one operation at a time, going from the most simple to the more complex and difficult. Stress key points and safety factors. Teach slowly and patiently. Remember, if the trainee knew the operation and could perform it as well as the trainer, there would be no point in training. Teach no more than the individual trainee can absorb at one time. Repeat the demonstration or any part of it which the trainee questions or seems to misunderstand.

Step 3—Repetition

Have the trainee do each operation correctly, repeating to the trainer the "how to" and "why" for each movement. Correct any errors from the standard procedure, again explaining why. Tell the trainee that later, when he is working on the job, should he feel that he has found a better way of performing any operation, his suggestion will be considered seriously and tried out by management. Also tell him that if his suggestion has merit, he will get full credit for it and be rewarded for thinking it up. However, tell him the way he is being taught is the best way that a number of people have been able to work out, and that the management requires the operation to be done that way until he or some other worker can come up with a way which can be proven better.

---

[55] Adapted from Donald E. Lundberg and James P. Armatas, op.cit., p. 82.

Compliment and encourage the trainee as he does each operation correctly. Avoid sarcasm or disparaging remarks like a plague. Remember, the trainer's task is to build confidence, interest, and competence, not to destroy them through affronts to the trainee's ego. If one approach does not seem to "get through" to the trainee, try another. Remember, the Master Teacher taught effectively by parables. Use illustrative stories taken from incidents in the life experience of those you train.

Now, it is the trainer's turn to ask questions. Remember, the trainee must know the *what, how when,* and *where* for each operation and task. He will remember these best if he also knows the why for doing it *that* way! The trainer must find out whether the trainee does know the answers through questions and observation of the trainee's performance. Have the trainee repeat each operation and task *correctly* under close supervision until absolutely certain that he knows and is capable of performing it in the prescribed manner and to the prescribed standards. Also, the trainer must make sure that the trainee *feels* confident that he can perform the operation or task competently and correctly.

Step 4—Supervision

Go over the trainee's *individual work schedule* with him. Make sure that he knows when and where to do each task called for, where to get the supplies and equipment needed, and who is his *one boss* or supervisor. Put him on his own, but tell him where he can get help if he runs into any difficulties and needs it. Stress that it is better to ask questions than to try to do something he doesn't know how to do and do it wrong. Tell him the supervisors are there to help.

The training supervisor must check the performance on the job of each trainee, frequently at first, then with diminishing frequency as the employee demonstrates increasing skill and competence.

At this stage, it should be recognized that the employee is the direct responsibility of his block supervisor. Directions or orders of that supervisor *must not be over-ridden* by the training supervisor, even if they conflict with what the employee was taught in training. Discrepancies should be worked out between the block and training supervisors. In case they cannot be, a decision should be sought from higher management. This decision then becomes binding on both supervisors. However, under no conditions should the authority of the block supervisor be questioned with or even in the presence of the employee. Further, while the employee may question and consult with the training supervisor on his check inspections, any corrections, particularly those of a disciplinary nature, must be made by the block supervisor. In the case of employee resentment or disagreement with his block supervisor, the training supervisor should encourage the employee to talk it out with the latter. He must not take sides in the controversy, and must endeavor to adjust the difficulty by conference with the block supervisor. **Under no conditions may he disparage or undermine the authority of the block supervisor over his workers.**

OTHER METHODS OF ADULT INSTRUCTION[56]

It should be noted that the JIT Method of training is: (1) An *individual* method—between a trainer and an *individual* trainee, and (2) limited largely to operations and tasks of a "skill", or manual proficiency nature. A number of subjects which appear on Individual Training Programs are not of a skill nature. Instruction in these subjects often may be accomplished more effectively through different techniques within the individual method, or by various techniques with the group method. Human relations training, for example, is best accomplished through the group teaching method, where an interchange of experiences through discussion and depiction of situations through role-playing can be most effective. In the subjects of food service sanitation and safety and first aid, on the other hand, the lecture technique, preferably with appropriate demonstrations or other effective visual aides, can be both effective and time-saving.

Management personnel in the food service industries should make it a point to see and hear the *Tested Management Technique* series of presentations developed by Standard Brands, Inc., for the industry. Training supervisors, in particular, should see the presentations of this series, "How to Employ People," "How to Train," and "Effective Communications," during their training course. Presentations may be arranged through the local sales offices of the Standard Brands Sales Corporation.

---

[56] Coolie Verner, *A Conceptual Scheme for the Identification and Classification of Processes for Adult Education* (Washington: Adult Education Association of the U.S.A., 1963).

Lectures, lecture-demonstrations, group discussions, laboratory and other group techniques may be used in presenting related technical information of a general nature such as methods of weighing and measuring food ingredients, use and nomenclature of cooks' tools and equipment, general principles to be observed in handling and cooking various foods to preserve vitamin and mineral content and flavor, and so on. How to select the appropriate method and techniques for this type of instruction must be left to the educators conducting the Training Supervisors' Course.

This overview is intended merely to give the reader an idea of the many interesting techniques which can be employed during instruction to transfer knowledge effectively without approaching the old "school room" type of instruction so cordially detested by many workers.

The importance of making the learning process enjoyable is a prime reason for training a responsible training supervisor. How eager food service workers are for information, methods, and techniques was shown by the experience of a trial class for food service training supervisors held in Kansas City, Mo., in the fall of 1964. The class, conducted by the Extension Division of the University of Missouri, under the joint sponsorship of the Kansas City Chapter of the Missouri Restaurant Association and the Kansas City Power and Light Company, was over-subscribed and applicants had to be turned away. Those who attended from Kansas City worked all or part of their regular shifts, then attended training sessions for six hours a day, five days a week, for two weeks, largely or completely on their own time. There were not only no "dropouts," but not one student missed a single session of the training!

"I move that we ask our local Restaurant Association to underwrite a Training Supervisors' Course as soon as possible," said Chris Stamatakis.

"Second!" cried Jim Rice.

The motion was voted on and carried. Later, the Association, on recommendation of its Task-Unit Committee, approved the recommendation. The president appointed a committee composed of Andy Brown as Chairman, Jim Rice, and Paul Rose to negotiate with an educational institution to conduct such a course.

This committee decided to put on a 30 hour course, three hours a day, five days a week for four weeks. Subject matter to be covered the first two weeks was, in general, the background for Task-Unit Concept instruction, and general knowledge needed by training supervisors in the fields outlined by Andy Brown to the Task-Unit Committee. The third week was to be a "workshop" on Task-Unit Breakdowns and personnel scheduling, with each supervisor preparing an individual training program for one job title in the "service block." The last week was to be spent in supervised practice instruction, with each student conducting a Task Instructors' Course using his "Individual Training Program." The last week was to include a final, practical examination.

The Task-Unit Committee then allowed a six-months interval for the training supervisors to put the Task-Unit Concept into practice in the *service blocks* of their respective establishments. The committee also recommended that following this period of experience, a second training supervisors' course for the *production block* be held. They thought it should run approximately 15 hours, spread over two weeks, for the same training supervisors. If new supervisors were to enter this class, they would have to attend a special class covering the work of the service course first to catch up. This class also would be followed by a six-months interval of practical application; then the whole program was to be evaluated by a Restaurant Association Committee.

The local Department of Health was contacted and asked to provide the instruction in food service sanitation and first aid. It also agreed to countersign Certificates of Proficiency issued in its name over the training supervisor's and local public health sanitarian's signature. It specifically reserved the right, however, to revoke its recognition and certification for any training supervisor who consistently failed to produce trainees meeting industry standards, yet who certified such trainees as proficient."

"An outline of the training supervisor's course on teaching service work is shown in Figure 26, and the course on production is outlined in Figure 27.

Figure 26

GRAPHIC COURSE OUTLINE

FOOD SERVICE TRAINING SUPERVISOR'S COURSE - BASIC FOR ALL LATER COURSES

[Three (3) hours per day, five (5) days per week, two (2) weeks]

FIRST WEEK

FIRST HOUR	SECOND HOUR	THIRD HOUR
MONDAY		
Registration, draw texts and supplies	Welcome. Orientation: The Food Service Industry, its size, importance, and service to the community. ($\frac{1}{2}$ hour) History, trends, where we are now - where we are going. ($\frac{1}{2}$ hour)	The Customer is King. Why people "eat out" and "dine out"- and why they don't do so oftener. Why they select the places they do; what they like and don't like. Questions.
TUESDAY		
A concept of SERVICE--CUSTOMERS not GUESTS. The TWO hungers, "ego" and physical. Relation to the "employer-employee" or "master-servant" relationship. New car, house, mink or "I'm as good as you?"	"Andy Brown Hires a Bus Boy." Differences between industrial work and service industries work. Definition of "job", "task", "operation", "process". "Task" as the basis for training. Operation as the basis for instruction.	Standard Brands' "How To Train" presentation from their Tested Management Techniques (by local Standard Brands Office)
WEDNESDAY		
Class discussion. Lead into logical development of Task-Unit Concept for themselves.	Continue discussion. What generates "tasks"? What are "standards?" How set? How maintained?	Breaking down the task. Processes and operations. Examples. The operation as the instructional unit. The "ought-to-know" block.
THURSDAY		
Working out a Task Breakdown. Practical example: "How to put on a coat."	Tast Breakdown continued: "How to Sweep a Floor." Class participation.	Identifying and defining the tasks in YOUR establishment. Getting workers to keep job diaries. Observation of what isn't done.
FRIDAY		
The establishment's Master Time-Work Schedule, how to make and use it. Suppose we "miss" a task? Assigning tasks to job titles - principles.	Individual work schedules: Are all tasks assigned to a Job Title? To be done at a specific time? In a specific place?	Outline of next week's work Short objective quiz on this week's work.

SECOND WEEK

FIRST HOUR	SECOND HOUR	THIRD HOUR
MONDAY		
Individual training schedule. What must a worker know? WHO, WHAT, HOW, WHY, WHEN, WHERE?	Motivation - the worker has an ego, too. Human needs and their use in leadership and motivation.	Related technical, general, and auxiliary knowledge. Their place in the training program. Where to obtain.
TUESDAY		
Teaching adults. Characteristics. Advantages and disadvantages. How we learn. Plateaus of learning.	Methods and techniques. How, where and when to use. The Job Instruction Training Method: Preparation, Demonstration, Repetition, Supervision	Demonstration of JIT technique by instructor. Assignment: Prepare to instruct with this technique and an individually assigned task breakdown.
WEDNESDAY		
Demonstrations of instruction on assigned task breakdowns by students.	Demonstrations by students, continued.	Critique by instructor and comments by class on demonstrations. Assignment: Prepare own task breakdown and instruct with it.
THURSDAY		
Demonstration of instruction on own task breakdown by students	Demonstrations by students continued.	Critique by selected students of selected demonstrations.
FRIDAY		
Writing job descriptions from individual training programs. Developing job specifications from job descriptions.	Employing the right person for the job. "How to Employ" from Tested Management Techniques (by local Standard Brands Office)	First ½ hour - continue "How to Employ" Second ½ hour - objective quiz on entire course END, BASIC COURSE

FOOD SERVICE TRAINING SUPERVISOR'S COURSE - SERVICE BLOCK

Prerequisite: BASIC COURSE. (Three hours per day, five days, one week).

FIRST HOUR	SECOND HOUR	THIRD HOUR
MONDAY		
First $\frac{1}{2}$ hour, registration, draw texts & supplies Second $\frac{1}{2}$ hour, orientation Go over course outline.	You ARE your establishment! What the customer sees, hears, feels, and senses. Does he like it?	Review Concept of SERVICE. Emphasis on "commission salesmen of service," with tips the commissions.
TUESDAY		
Importance of first impression. Personal appearance and good grooming. Rules of conduct.	Your responsibility for the HEALTH of customers, associates, and yourself. Sanitation I.	Elementary Food Service Sanitation II. (by local Public Health Official)
WEDNESDAY		
The bus job. Training program. Task breakdowns. Related technical and general information. Sources.	First $\frac{1}{2}$ hour: Demonstration of JIT method of training for a task in Bus training program. Second $\frac{1}{2}$ hour: Student demonstrations of training with different bus tasks.	Continue student demonstrations ($\frac{1}{2}$ hour). Critique by instructor and class discussion ($\frac{1}{2}$ hour).
THURSDAY		
The food service salesman - waiter, waitress, counter girl. Training program. Task Breakdowns. Related technical & general information.	Table settings. The approach. Suggestions and selling. Taking the order. Planning the delivery. Accessories. Timing. While-eating service. Station.	Handling complaints-and compliments. The "big little things that count." Presenting the check. Relations with production personnel.
FRIDAY		
The hostess or head waiter and the cashier. Training programs. Task breakdowns. Related technical and general information. Sources.	Responsibility and the exercise of Supervision. The line supervisor and the training supervisor. "One job - one boss" principle.	Class discussion, questions and critique ($\frac{1}{2}$ hour). Objective quiz on course ($\frac{1}{2}$ hour). END OF COURSE

Figure 27

GRAPHIC COURSE OUTLINE

FOOD SERVICE TRAINING SUPERVISOR'S COURSE - FOOD PRODUCTION

Prerequisite: Basic Course. (Three hours per day, five days, two weeks)

FIRST WEEK

FIRST HOUR	SECOND HOUR	THIRD HOUR
MONDAY		
First ½ hour, registration, draw texts and supplies. Second ½ hour, orientation, go over course outline.	Food production as a FACTORY operation. Development from handicraft to industrial type of operation. Principles of industrial production. How they can be applied to food production.	Work efficiency. Taylor and scientific development. Time & motion studies. Work sampling. Where the food service industry stands. Where it CAN stand. How?
TUESDAY		
Production block organization. Skill tasks, semi-skill tasks, unskilled tasks. Application of principle "every operation done by least skilled able to meet set standard."	Unskilled tasks: principles for groupment into jobs. Training programs, task breakdowns, motivation, supervision. "Chain of command" - "one man-one boss". Responsibility for satisfactory performance.	The "Work Program" - the MENU. How compiled? Principles and factors governing. Standards - mass or gourmet appeal. Effects on skill requirement. Division of labor: Processing, un- or semi-skilled; production; and packaging, skilled.
WEDNESDAY		
"Work-Order" - the standardized recipe. Limitations. Uniform and understandable directions. The "ought-to-know" block. Compensation for non-standard materials.	How to "standardize" a recipe. Refining the standardized recipe in both ingredients and directions. What must trainee know to follow a recipe? Ingredients, measurements, terms used in directions, manual skill in use of tools and equipment. Ability to read, comprehend, and follow directions exactly.	Related technical information: Menu terms, exact meaning of terms used in recipe directions, identification of ingredients, methods of weighing and measuring, order used in combining ingredients. WHY? Importance of time and temperature. When and where to call for help. Use of "inspection points."

FIRST HOUR	SECOND HOUR	THIRD HOUR
THURSDAY		
The logical breakdown of food production activities: Preprocessing-purchasing, receiving, storage, issue. Processing (up to the combining of ingredients) "production packages." Production - combining and final processing for consumption. "Packaging"-for attractive appearance.	The ingredient room replaces the storeroom. Work-program (menu), work order (recipes) and work-schedule (food production schedule) to ingredient room supervisor. Production packages delivered to proper production personnel at proper time. Parkinson's Law - meaning and application to food production.	Handling cooked-to-order items from ingredient room. Aside from supervisor, labor in ingredient room is un- or semi-skilled. Training program and task breakdowns. Flexibility of use when production packages and cooked-to-order inventory are completed.
FRIDAY		
The skilled production worker. Fewer workers to produce more when not required to do unskilled tasks. Training programs. Related technical information. Progression and promotion.	Self-realization for skilled workers; perfecting and improving standardized recipes - creative development of new recipes and/or packaging techniques. Preparation of emergency stocks to be frozen in ingredient room for stock.	First ½ hour, class discussion and questions on first week's work. Second ½ hour, objective quiz on week's work.
SECOND WEEK MONDAY		
Menu terms and definitions of terms used in recipe directions. Drill in use of terms.	Teaching methods of measurement and their importance. Demonstration by the instructor.	Demonstrations of teaching measurement methods by students working in pairs and alternating as trainer and trainee. Assignment: Given a recipe, prepare in standardized recipe form in such a manner that another student, given your recipe, cannot make an error in producing the item if he follows your directions exactly.
TUESDAY		
Assigned recipes collected and transferred to other students with "production package" of ingredients for item. Follow recipe exactly as written.	Production processes on assigned menu item.	First ½ hour, continue production processes. Second ½ hour, sampling and critique of items prepared by instructor and class

FIRST HOUR	SECOND HOUR	THIRD HOUR
WEDNESDAY		
Half of class designated trainers, other half as trainees. Trainers given standardized recipe and "production package" and told to train trainee in preparation of item.	Production processes on assigned menu items.	First ½ hour, continue production processes. Second ½ hour, sampling and critique of items prepared by instructor and class.
THURSDAY		
Promotion from within organization as a morale builder. Development of "back-up" personnel. Use of public school trade and industrial education facilities to relieve on-the-job Training supervisors and task instructors of detail in presenting related technical information and some basic skills.	Integrating class instruction in "A Basic Course in Quantity Food Production" into the On-the-Job Training Program Development of an "Instructor Pool" from Certified Training Supervisors to teach such courses for Public Schools.	Continued up-grading of production personnel. Advanced general and specialty courses for cooks and bakers. Assistance available from research departments of food and equipment vendors.
FRIDAY		
Safety and First Aid - use and necessity of a "fire and disaster bill" to save lives, property and business.	Responsibility of a Supervisor. Check lists as an aid to memory. Use of task breakdowns and standardized recipes as effective check lists. "Check, recheck, and then check again."	Class discussion and questions. Evaluation of the course. Presentation of "Certified Training Supervisor" certificates. NOTE: Suggest a separate dinner meeting for the presentation to add status to the certificate. END OF COURSE

SUMMARY—TRAINING THE FOOD SERVICE WORKER

Who needs instruction?

1. New crews for food service establishments.
2. *All* new employees—experienced or not.
3. The employee who "forgets" or otherwise fails to utilize instruction.
4. The employee who shows promise for advancement.

What steps are necessary to prepare for meaningful instruction?

1. Identify and define tasks which must be performed in the area in which instruction is to be given (prepare the *task breakdowns).*
2. Make a master schedule of the tasks required (determine *what* tasks have to be performed *when.* Sandwich non-time sensitive tasks into slow periods).
3. Divide work load (tasks) equitably among *job titles.*
4. Prepare *individual work schedules* for each *job title,* showing all tasks assigned to each title and the times they are to be performed.
5. List the task names for all tasks under each job title. This list is the basis for the *job description* for that *job title.* (See example—Appendix A)
6. Decide from the Job Description the characteristics necessary to perform all the tasks in the job satisfactorily. Physical, mental, educational, and emotional characteristics should be considered and the minimum standards for each should be listed as the *job specification* for that *job title.* (See example—Appendix B)
7. Prepare an Individual Training Program for each job title. It should cover instruction in *all* tasks called for in the job description, together with technical and general information. The training needs to be *timed* to meet the mental, educational, and emotional requirements of the job specification with respect to expected rate of learning and ability to absorb and apply what is taught. (*NOTE:* Timing should consider the minimum acceptable level of these characteristics. If a trainee subsequently shows the ability to progress faster, valuable time can be saved in training. This employee should be watched for evidences of promise for up-grading and subsequent promotion. Should a trainee fail to achieve the desired level of training in the specified time, it is an indication that he may not meet the minimum requirements for the job title, therefore he should be considered first for reclassification to a less demanding job or, second, for severance, if at a minimal level job).
8. Train the employee carefully and patiently. Respect his personal sense of dignity and importance, *but* require meticulous performance of the standards of the establishment throughout training and thereafter on the job. (*NOTE:* To train by demonstration it is necessary that the trainer has and demonstrates skill at a level to meet the highest standards of the establishment.)
9. Provide an example for the trainee to follow: "Do what I *do* as well as what I *say!"*
10. *NEVER* over-ride the instructions of the trainee or employee's block or direct work supervisor. *NEVER* argue with the block supervisor in an employee's presence over anything affecting the work of any employee in that block. After an employee is "Certified Proficient" in his job, make corrections directly *only* in an emergency. Channel corrections through the block supervisor under normal conditions. *NEVER* take or threaten disciplinary action. These are functions of the employee's immediate supervisor in the "chain of command." For others to usurp his functions weakens his authority with the employees under his supervision and is a direct affront to his sense of importance. The normal reaction of a supervisor under these conditions is to reject responsibility with a thought something like: "Oh, so *you're the* boss! Well, go ahead and *boss!* We'll soon see what happens in *my* department and when it does, don't think that I won't tell *our* boss whose fault it is and *why!"*
11. Evaluate the performance of employees continuously. Train promising employees as "back-up" men for every key job. Reclassify to lower skill level jobs employees who are over their depth. Fire only those employees who are either incapable of holding down the lowest level job, or whose conduct is such that you have no choice in the retention of your own authority.
12. Remember that today's "best way" is only a step toward tomorrow's "better way." So keep *yourself* upgraded by studying and looking for that "better way." Remember, also, that those you have trained and motivated will be "treading on your coat-tails" and it is your responsibility to keep ahead of them. However, also remember that the prime criterion of a good executive is that he surrounds himself with capable workers *through whom he gets the work done!*

CHAPTER IX

Education and Training for Higher Levels in the Hospitality Industries

"Looks like we are off to a good start," observed Andy Brown when he opened the Task-Unit Committee meeting prior to the Training Supervisors' Production Course. About six months had passed since the service block course. "My training supervisor has done a great job in the front of the house. Business has picked up, customers seem happier. At least complaints on service have dropped and I find that things are getting done properly without my constant attention. I'm beginning to have some time to think and plan. How about the rest of you?"

"Same here," said Jim Rice. "My turnover of help is way down like we hoped, too."

"It sure looks like that new concept of service is not only pleasing my customers and bringing them back, but it has increased my waitresses' tips. That sure helps to keep them happy!" Chris Stamatikis added.

"There's something that puzzles me about this system," Chris continued. "This whole thing is so simple and logical. Why didn't we think of it long ago? I took a trip through a new automobile assembly plant with our Kiwanis Club last week. I saw all of the principles we have talked about for our production training course in action—and they were working! But, you know, I wouldn't have recognized those principles, let alone how I could use them in my business, if we hadn't had all that discussion on how industrial production methods can be applied to food service. Why?"

"That same thought troubled me," Andy said. "Then in that Methods of Adult Education course I told you about, the answer began to come out. Seems that there is more to education than just learning what to do under a specific set of conditions. It also offers guidance on how to transfer what we learn from one set of conditions to another. We might even say that this transfer of knowledge—or, rather, of the application of principles learned—is the difference between education and training. Education teaches us to analyze what we have learned from experience, to ask *why* things came out as they did. It teaches us to look for similarities between sets of conditions which we encounter, and to try out the closest principles we have developed to the solution of the problems these conditions pose."

"Well, that's something I never got out of school!" exclaimed Jim Rice. "Is it something new?"

"No, Jim," answered Andy, "it is old as education itself. But the reason we didn't learn it was that we didn't stick to it long enough to get that far. In our school days it was believed that children first had to be taught the tools of education—reading, writing, arithmetic and so on—before they could be taught how to analyze the results of a series of events. Learning to generalize the analysis into a principle, and to apply principles to the solution of problems arising from similar series of events also came later. We left school before we reached these stages. We had basic training, possibly even some advanced training, but we never reached the final stage of specialization. Modern education is trying to correct this by starting analytic thinking further back—even in elementary schools.

"Paul Rose remarked some time ago about the starting pay graduates of hotel and restaurant management courses were getting from the 'chains and the bigs.' Did you ever analyze what it is they are willing to pay for? Certainly not for routine knowledge or experience of these young people. Most old-timers like us are greatly disappointed with them when they first come to us. As one of them put it to me disgustedly, 'They don't know how to do anything—they're over-educated and under-trained.' Yet within five years, this 'old-timer' was still a house manager for his chain, while one of the 'over-educated, under-trained' college youngsters was vice-president, operations, for the same chain! Why? Because he was smarter? Because he had more experience? Of course not! Simply because he had learned how to apply principles to the solution of other problems. That's why he passed the old-timer, and that's why the bigs and the chains are willing to pay the starting salaries they do to graduates of these courses. They know the young graduate won't be worth his pay at first. They'll have to give him the skill level training and experience he must have to give him a background of events *to* analyze. But they expect to reap a rich harvest from their investment when they have provided him with this practical background."

"Andy, you're breaking my heart!" Paul laughed.

"Looks like us boys who chucked our education in high school are doomed to stay small operators. No doubt I need just the education you told us about. But I can't quit and go back to school now."

"Don't let this throw you, Paul," replied Andy. "Let me tell you about another friend of mine. When I first met him, he was a cook in a small restaurant. He had a fourth grade education; family circumstances had forced him out of school and into the labor market at an early age. He has plenty of intelligence though and he is ambitious. He tried going into the food service business once on his own and failed. Undaunted, he took a series of food service management seminars and short courses offered by a local university extension service. Shortly afterward he had an opportunity to buy another restaurant. It had failed not once, but three times. He went to the professor who had conducted the extension courses, and they analyzed the situation together.

"My friend purchased the restaurant and applied what both his experience and the new concept he had learned of analysis had taught him. While his arithmetic was so elementary that he had difficulty in figuring percentages and ratios, he knew how they were arrived at, and what they meant. So he bought an electric calculating machine and learned which buttons to punch to get the answers he wanted. Now he has some of the best records in his state—and knows how to use them in his business. What's more, he is the operator of one of only 20,000 restaurants in the United States which do over $100,000 per year gross business, on which he manages to make a profit margin considerably higher than the national average, and he is currently a director of one of the most active local Restaurant Associations in America![57] So I certainly feel that there is hope for all of us, Paul."

"Well, Andy," Paul said, "I'm not opposed to making more money myself. What do you recommend that we do now to climb on the band-wagon?"

"We have had an example of the analysis, synthesis-into-principles, application-of-principles technique in our experience with the Task-Unit Concept," replied Andy. "Let's apply it to our production blocks next. Then how about devoting some of the time saved and money earned through better organization and more competent workers to some management seminars where we can learn more about this analysis-synthesis-application of principles process? We can learn how to apply it to other phases of our management responsibilities, such as merchandising, cost control, management principles in general, personnel management, financial management, layout and design, and planned maintenance. How does that program sound to the rest of you?"

"I'll admit I've been dubious about our training project, but if what you propose does as much good for us as the application of the Task-Unit Concept has done so far with my service operations, it can cause a real uplift in the food service business in this town. I'll risk it. You can enroll me right now," said Paul Rose.

Descriptive Analysis of Education at Managerial and Proprietor Level

While it is suggested that the Task-Unit Concept for On-The-Job Training offers a practical solution to the problems of training some 80 to 90 percent of those employed in the food service industry it does not suffice for the remaining 10 to 20 percent who occupy supervisory middle-management, staff, and top-management positions. Sources of training for these fields are described in the listing of training agencies at the end of this chapter. There are types to serve both the needs of young people seeking careers in the food service industry and old timers seeking information to increase their profit-making ability.

McCormick[58] has shown the mean educational level of owners and managers of restaurants in Cincinnati to be ninth grade. Braschler, Alexander, Welch[59] confirmed this level for the state of Missouri. The latter investigators also found that success in the restaurant business, as measured by the dollar volume of sales of establishments in the Missouri sample, correlated with the number of years of formal schooling at the 1% level of confidence by the top management of these establishments.

Why this correlation was so high, as well as why the rate of failure in the industry is so high,[60] may be indicated by the further findings of the Missouri study that 30 percent of the restaurants surveyed could give no estimate of food and labor costs, the two principal costs of doing business. The sample also showed 35 percent had no means of menu pricing except "what competition is getting."

While there are a number of individuals with less than a high school education who are successful in the restaurant business, the proportion of them decreases with increase in sales volume of establishments. It is reasonable to assume that the individuals who do succeed with less formal education possess superior intelligence (here defined as the ability to learn, though not necessarily in a formal schooling situation). It is probable that such people could be successful in whatever calling they chose to enter, as indicated by the fact that many who are known to the writer are also successful in peripheral business activities as well as in food service.

---

[57] This is an actual case in the experience of the writer. So well has this individual learned the method of analysis and application of principles that the writer is constantly amazed at what he learns from his former student!

[58] Anita McCormick, *Food Marketing Program for Restaurants*, (Columbus: Ohio State University, Extension Bulletin MM176, 1960).

[59] Curtis H. Braschler, W. D. Alexander, and John M. Welch, *Descriptive Analysis of the Missouri Restaurant Industry*, (Columbia: University of Missouri, Agricultural Experiment Station, Research Bulletin 843, November, 1963).

[60] ibid.

It should be safe to assume, therefore, that education is important to the food service owner or manager if he hopes to reach the upper levels of income through food service *per se.*

But education is of two kinds—the formal kind gained in schools and the informal, gained through experience. Nor are the two incompatible. This fact is demonstrated by the eagerness of many successful food service operators with little formal education to acquire the knowledge which their experience has shown them they need to advance further. It is also demonstrated by the failures and frustrations of many individuals with excellent formal education who attempt food service management without a background of experience at the lower levels upon which they can draw for decision-making purposes.

Any over-all program for education in the food service field, then, should include training for skill level employees, opportunity to make up deficiencies in educational background, and opportunity for those with a good formal education to gain the practical experience. There is still another educational need to consider. Even those with sufficient education and experience need means of keeping abreast of developments in this rapidly and constantly changing industry.

Educational and Training Agencies Available

For Skill Level Training

Manpower Act, Job Corps, and Similar Programs. Courses under the direction of these agencies are valuable primarily in giving individuals of low basic educational knowledge and skill the basic literacy knowledge and an introduction to the vocabulary, nomenclature, and methods employed in the food service field which will enable them to compete with other workers on a more equitable basis. For individuals with ability and ambition, they assist materially in rapid progress in later on-the-job-training situations. They have the inherent limitation of all classroom training in skills, however. They cannot give experience under the pressure of production situations, and the exercise of individual responsibility with the guidance of a teacher.

A major error has been made in sending people out after this training as *qualified* cooks, bakers, waiters, and waitresses, expecting the pay for these grades, instead of sending them out as *trainees* or *apprentices* until they gain experience. However, the progress an individual with this background should make in an on-the-job training program based on the Task-Unit Concept should be rapid.

Cooperative Vocational Educational Programs.[61, 62] These are programs through which high schools and industry cooperate in providing pre-vocational training for the high school student who either isn't intellectually equipped or isn't willing to pursue formal education any further. These programs are valuable in presenting technical information, general information, and, to some extent, skill training in the school situation while providing a limited amount of on-the-job training concurrently in industry. When the industry training is well-planned, well-presented, and coordinated with the program presented in the school, this is probably the most valuable means of preparing skilled workers for industry. Unfortunately, in too many schools, the school phase of this program is a "step-child" of the educational system. It lacks status, and may be a motivational deterrent. Also, the industrial cooperation portion may degenerate into an attempt to get "cheap help," exploiting the student in unskilled and semi-skilled jobs with little or no attempt at planned and effective training. Where the Task-Unit Concept is used in the industrial phase of the training, and the Individual Training Program for the student is coordinated with the school, however, an ideal situation can be produced.

Technical Vocational High School Courses[63]**—**These institutions can and often do conduct excellent educational programs which:

a. Provide the student with the basic literacy education required for the highest skill-level positions.
b. Present technical and general trade information fully and competently to the extent of relieving subsequent employers of much responsibility and training time.
c. Provide manual skill training to an extent which enables the student to integrate rapidly into a production situation with a minimum of training time and attention on-the-job.

These programs can be greatly strengthened when coordiated with a concurrent Task-Unit Concept On-The-Job Training program under which students can be integrated readily into production organizations after their graduation.

Junior Management and Upper Supervisory Level Education and Training[64]

Junior Colleges—These institutions form the most rapidly growing segment of the American educational system.

---

[61] Courses of Study: *Chef, Food Service,* and *Food Service Supervisor,* available from Department of Industrial Education, University of Missouri, Columbia, Missouri

[62] See "Project FEAST" Appendix F

---

[63] Directory of Schools & Colleges Offering Courses for the Training of Managers, Supervisors and Workers in Hotels, Restaurants and Institutions, op. cit.

[64] ibid.

They offer two-year courses beyond high school level. Most institutions of this type offer two types of courses.

a. *Terminal Vocational Courses*—Students going this route in junior college take a combination of theoretical courses related to needs at junior management level, and courses that provide technical knowledge and skill for direct application on the job. When coordinated with part-time employment in an establishment with a Task-Unit Concept On-The-Job Training program to furnish practical experience in skill level jobs, this training should enable students to qualify rapidly for top skill level, supervisory, or junior managerial positions.

b. *College Preparatory Courses*—These are general education courses offered by junior colleges in which emphasis is placed upon meeting college or university underclass requirements. Some job-related technical courses may be included but students must be warned that some colleges and universities refuse to accredit some of these courses. A student contemplating transfer to a college or university should check the accreditability of job-related technical courses with the institution he plans to attend. He may find that he would have to take one to two semesters to make up for the unaccredited courses. The junior college student who plans to go on to a college or university may find on-the-job training valuable, however. If the junior college is located where he can secure part time employment with an establishment offering a Task-Unit Concept On-The-Job Training program he can gain a great advantage in background for understanding specialized industry and business oriented courses he will take later in the university. In addition, he may qualify himself for part-time junior management or supervisor positions in the college community which will help pay for his education and give valuable background experience. In his junior college class work, however, it will be advisable to concentrate on the college or university under class requirements, and take courses only if they will be accredited on transfer.

Continuing Education

For Management Personnel. With the accelerated rate of the increase in total knowledge, much of it directly or indirectly applicable to the food service field, dependence upon one's original formal education is a fatal error—economically, socially, and emotionally. Human knowledge has *doubled twice* since the start of World War II and is currently doubling at the rate of once every seven years. It is difficult merely to keep up with developments affecting a single and limited field, like that of food service. General fields are breaking down rapidly into smaller fields of specialization because of the rapidly developing mass of knowledge and information available in each smaller field. This mass of continually developing and changing knowledge is as much as—and often more than—any single individual can absorb and utilize.

However, the important elements are development and change. No individual today can depend upon either the validity or the reliability of that which he learned even yesterday. In our colleges, much that was formerly taught as "fact" is now merely important historically as a theory, the belief in the validity of which influenced an historical course of action. It is being recognized now that no matter how valid or "factual" a theory may appear, it may be obsolete in as short a time as the four-year interval between the freshman and senior year. This is particularly true in the realms of science and economics, both of which are vital factors in the food service industry. The individual must either keep up with the developments and changes in his field or fall hopelessly behind.

This means that "graduation" from formal schooling—no matter what the grade—is simply a "commencement" of the need to acquire knowledge. So the fact that you dropped out of school early doesn't mean you can't go on learning or haven't. Or, if you are the holder of graduate degrees, this doesn't mean you can quit learning. The educational profession is just beginning to realize this concept. Its usefulness to education lies in the fact that educational emphasis is changing from the rote presentation of "eternal truths and immutable facts" to the provision of tools through which the student may analyze the new developments in his field and develop principles which he can apply to the situations he encounters.

It has been said, with some truth, that the value of an education is the extent to which it indicates to an individual how little he knows. This is illustrated by the remark of a scholar who is widely respected for his knowledge that: "When I graduated from high school, I thought that I knew about all that there is to know. By the time I took my first college degree, I began to doubt that I knew as much as I thought I did. And when I finally took my Ph.D., I found myself standing humbly and in awe before the vast compendium of knowledge of which I was abysmally ignorant!"

But that is the way of the world in which we live. If we adapt to the conditions which this changing world imposes on us, we can live comfortably and happily, enjoying the fruits of the advance in human knowledge. If an individual fails to adapt, this rapidly changing world will reject him and cast him aside—out of the way of its progress. Adaptation means developing and using the tools which progress has made available—keeping up with developments in the individual's particular field of endeavor and those associated with it. It also means awareness and adjustment to developments within the community, state, nation, world, and perhaps, before too long, the universe.

Thus, the individual can no longer stop learning when he "graduates" from school. School must become a part of a life-long process in which one "must keep running in order to stand still." Of course, the individual food service manager cannot possibly know all the technicalities behind all the concepts and equipment he uses. He is too busy with all of the details of his vocation to study the *new* developments in the depth necessary for him to adapt them to his own use, even in his own field. However, there are specialists in keeping up with and analyzing these developments. He recognizes this, and is willing to support to a limited extent the research people and educators who do this specializing for him.

It is a real tragedy that most individuals do not utilize their investment in these specialists. They blunder along, using traditional methods to make traditional mistakes, leading to traditional failures, when, with the investment of a modest amount of their time they could avail themselves of the most up-to-date knowledge developed in their fields, analyzed by these experts, condensed into principles, and brought to them in a form which is ready-to-use.

Recognition of this fact and a firm resolve to do something about it was the reason for the recommendation of our hypothetical restaurant association task-unit committee for a continuing program of management seminars. These "experts" could be called on to present in capsule form the results of their painstaking analyses, and their suggestions for applying the principles. The Andys and Pauls can make great use of this resource in catching up on things missed in school and keeping abreast of new developments.

Educational portions of Food Service Association conventions, educational meetings within chapters, Association-sponsored short courses and seminars—all are excellent means of "Continuing Education." That is, *provided* they do not degenerate into the all-to-common social free-for-all or an advertising-propaganda session, designed primarily to appease the "purveyor member" by presenting him with an opportunity to advertise his wares under the guise of "education."

Fun, sociability, advertising— all are legitimate and rewarding activities. But they are *not* education. They should neither be confused with nor misleadingly billed as education.

Continuing Education for Skill-Level Personnel. Promotion from within the organization is one of the most effective methods of building employee morale and efficiency. The opportunity to advance, in both status and pay, is a significant motivational factor. Both morale and motivation, however, may be hurt by internal promotions unless they are made fairly and equitably on well-understood bases.

Preparation of the employee for the satisfactory discharge of the duties of the next higher job for the acceptance of the responsibilities which go with it also have the effect of demonstrating management's concern for the *individual.* Promotions based on excellence of performance in an assigned job and of achievement in training for the next higher job are generally accepted as earned among other employees. The basis for such promotions should be announced in advance and evidence of meeting the criteria should be apparent.

In selecting workers for up-grading training it is necessary to recognize that every individual represents several "levels." One of these is his "level of ability." It may be defined as the highest job level which the worker is *capable* of filling in a way satisfactory to both the establishment and himself, without undue strain on his physical, mental, educational, or emotional characteristics. If he knows the *what, how, when, where,* and *why* of the assigned tasks composing the job, and is willing and capable of assuming the responsibilities for their performance to enterprise standards and he can fill the job comfortably and without tension, his level of ability fits the job.

A second level is his "level of achievement." It may be defined as the quality of performance the worker achieves, compared to the achievement of which he is capable. In this connection, the factor of motivation is of prime importance. A capable but poorly motivated worker may be an "under-achiever" and a highly motivated employee with less real ability may be an "over-achiever." Stimulation of the capable employee through increased motivation to surpass the performance of the highly motivated, but less capable "over-achiever" in the competition for promotion is indicated. Promotion of the "over-achiever" to a job above his natural capabilities results in unnatural strain which leads to excessive internal tensions, lowered efficiency, irritability, inability to cooperate with or to direct others effectively, and eventually to a breakdown costly to both the individual and the establishment.

A third significant level is his "level of aspiration." This is the level of employment which the worker himself *hopes* to attain. It represents his ultimate ambition with respect to the establishment or his vocation. It may be above or below his "level of ability," depending on motivational factors, but is most certain to be significantly related to his "level of achievement."

A fourth level is the "level of attainment." This level represents the present position of the worker.

The employee's satisfaction with his job is maximized when all levels are in balance or:

Level of Ability = Level of Achievement = Level of Aspiration = Level of Attainment

Any disarrangement of this equation or "level profile" produces dissatisfaction on the part of the worker with his job. For example:

> *Level of Ability* $>$ *Level of Achievement* $<$ *Level of Aspiration* $<$ *Level of Attainment*

This is the schematic way of depicting a case where a worker's *level of ability* is greater than his *level of achievement* but less than his *level of aspiration* and *level of attainment.* In this instance, the worker is capable of doing better and feels he is doing better than he actually is.

> *Level of Ability* $<$ *Level of Achievement* $<$ *Level of Aspiration* $<$ *Level of Attainment*

This shows a worker who is an over-achiever. His *level of ability* is less than his *level of achievement, level of aspiration,* and *level of attainment.* He is motivated by a desire for a better job, but his abilities are severely strained to hold down the job he now has.

This "Concept of Levels" has many uses: in the evaluation of workers, in considering candidates for promotion, in determining needs for motivation, in counselling workers, in considering reclassification of a worker, and in determining "merit" raises or bonus payments.

In this discussion, it is presented as a possible criterion for determining which of several workers should be trained for the next higher job or, in other words, which should be trained as the "back-up man."

Several methods of continuing education are available for training workers:

a. On-the-job training, using the *Individual Training Program* for the next higher job and the *Task-Unit Concept* method of operation-by-operation, task-by-task training, possibly with the present job holder acting as task instructor. This procedure will be satisfactory if:
    (1) The present holder of the higher job is capable and is being trained in turn for his next higher job and hence feels no threat to his job by training a possible successor.
    (2) The present holder of the higher job is assigned the task of training a possible successor as a test-condition to his future promotion to his next higher job. The procedure will *not* be successful if the present holder of the higher job feels for any reason that training a possible successor is, in any manner whatsoever, a threat to his security in his job. This implied threat is the greatest deterrent in developing good task instructors.

b. Institutional classwork, such as, "A Basic Course in Quantity Food Production"[65] for dishwashers, pot and pan washers, yardmen, runners and so on, prior to on-the-job training as cooks. This method has three distinct advantages:
    (1) It decreases the time required of task instructors to present much of the general and related technical information required in on-the-job cook's training.
    (2) It familiarizes trainees with the tools, equipment, and their actual use, terms used, and elementary procedures employed in cooking.
    (3) It assists in determining which workers have aptitudes and level profiles suitable for further training on-the-job.

Coordination of the trainee's Individual Training Program with the institutional classwork will produce a distinct saving in time for the task instructor in on-the-job training. It has a further morale advantage in that sending a worker to an outside class is a distinct status factor for the worker and strengthens the satisfaction of both his "belonging" and esteem needs.

Such vocational education classes can normally be arranged with the Adult Vocational Coordinator (or similar title) of the local school system, at a minimum of expense.

Advanced courses may also be arranged. These courses for up-grading cooks have the advantage of contacts which broaden the experience of trainees and which may introduce valuable new menu items, methods or techniques unknown to the establishment's task instructor. The status element is also present in this type of activity.

Such outside, institutionally-taught, vocational education courses may also be provided for other blocks with similar advantages. The flexibility of the *Task-Unit Concept for On-The-Job Training* is again apparent in this utilization of institutional training sources.

Colleges and Universities

As the elements which make up the food service industry grow in size and complexity, as the trend toward industrial and institutional food service, chains, franchise operation, cooperatives, larger single establishments, and so on accelerates, the managerial units of these huge combines have increasing need for individuals with the training which will enable them to make and carry out decisions effectively. Managerial methods in these complexes are only beginning to apply the tools of modern management which are open to them. As mentioned, many large institutions are now experimenting with the use of electronic computers in many phases of management, control, and production. The pending application of the minimum wage to the food service industries will accelerate the present trend toward automation, self-service, and other labor saving expedients.

---

[65] John M. Welch, *A Basic Course in Quantity Food Production*, (Tallahassee: Department of Hotel and Restaurant Management, School of Business, Florida State University, 1959.

Even today, the demand for management personnel competent to deal effectively with these rapid changes far exceeds the supply. Many companies are limited today in their growth only by scarcity of capable management personnel. This is evidenced most clearly by the fact that several of the more prominent universities with hotel and restaurant administration or management courses report from five to seven lucrative jobs available for every one of their graduates! This situation of demand far exceeding supply also explains Paul Rose's remark about the high starting salaries which these graduates can demand. The record of the median incomes for graduates who have been out of school for ten years or more is even more startling.

WHY?

Doesn't a clue lie in the finding of the Missouri survey that sales volume correlated with the number of years of formal education of top management? And doesn't this mean in essence that the educational objective now stressed in colleges and universities—decision-making based on research—is required by all industry, including food service, to meet the more complex problems of the day?

For those intellectually, physically, and emotionally qualified for top management, the path today to top level executive and staff-positions leads through the colleges and universities. But colleges and universities cannot provide that small but essential element of technical skill which, as Fayol[66] shows, enables top level management to understand operational and personnel problems. This is essential to enable them to determine causes and develop practical solutions. Even a computer is no more reliable than the data with which it was programmed. The person programming it needs insight that can be obtained only through a background of experience at the lower levels. As a result, most of the leading chains and other complexes have "executive training programs" in which graduates of the hotel and restaurant college curricula are rotated through the various skill and middle management positions for the development of that essential background.

It is submitted that the Task-Unit Concept will form a much more organized and efficient program for the executive development training of college graduate trainees than the present "hit-or-miss-but-rush-them-through-they're-costing-us-too-much-to-dawdle" programs. Further, the task breakdowns, work schedules, and job descriptions can give management a constant and instantaneous picture of individual responsibilities. This feature above all should be incentive enough for management to establish it.

Graduate work is becoming increasingly necessary for staff specialists and teachers in the food service field. Teachers and research workers educated in higher mathematics, physics, chemistry, and electronics, food technology, the biological sciences, and methods of food preparation and preservation are needed. There is a demand for such highly trained specialists even in the upper brackets of the food service industry. This will trickle down to the lower sales volume levels automatically through the pressure of competition.

Truly, the future is bright for the trained person in the food service field, but it is becoming increasingly dim for the untrained, unskilled, or semi-skilled person, just as in other fields.

Implications for the Line Supervisor

The *line supervisor,* the individual who is the worker's first and direct boss when he is trained and on the job, is a key in the successful operation of Task-Unit Concept On-The-Job Training program.

Training is not completed until the trainee can perform each operation in each task assigned to him in an almost autonomic manner. *Autonomic* is the term used for muscular reactions which occur as the result of outside stimulus without consciously calling for thought and a "command" to the muscles from the brain to react in a certain way. When an experienced automobile driver shifts gears, or presses down on clutch and brake pedals when an unforeseen emergency calls for a sudden stop, he is seldom conscious of *thinking* what he is doing. He is apt to say that the action was "automatic." To some extent, this is true. When a person performs a specific act in response to a specific need, or stimulus, in the same way often enough, the nerve channels commanding the muscles to perform the action tend to by-pass the conscious portion of the brain. Thus, when the stimulus or need which calls for a specific muscular reaction occurs, the muscles perform the action without conscious command from the brain.

Habits are formed in much the same manner. And, because they are the result of a nerve-to-muscle reaction which bypasses the conscious portion of the brain, habits are hard to break. Reacting through the nerve-muscle bond is easy and "painless." Consciously having to catch and stop the reaction calls for thought and a consciously sent counter-command from the brain. When the autonomic command and the conscious brain command meet, sparks fly. In some cases, the collision causes actual physical pain, since pain results from adverse stimulation or damage to a nerve, and iterruption of an established stimulus-response bond is an adverse stimulation.

AXIOM: It is just as easy to establish a "good" habit through the development of the stimulus-reaction bonds resulting from multiple repetition of the correct act as it is to form a "bad" habit from an incorrect act. But, changing autonomic be-

---

[66] Fayol, op. cit., Infra. p. 19.

havior through the conscious interruption of an established stimulus-reaction bond is at best difficult, at worst, physically painful.

It is necessary, therefore, that the line supervisor know:

1. The tasks which are assigned to each job title for each worker under his supervision.
2. The operations and/or processes which compose each task.
3. The movements and/or actions required to accomplish each operation, as taught by the task instructor, and the details of related technical and general information supplied the trainee in connection with the performance of the operation.

Using this knowledge and skill, it is *his* task to supervise and see *whether* the newly "trained" worker follows the instructions given in minute detail each time he performs the specific operation, and control the worker to see that he does.

Adequate and proper supervision at this stage of training produces good work habits by establishing strong stimulus-response bonds in routine activities. Lack of such supervision will likely result in the formation of "bad" work habits which are very difficult to break. Strict attention to minute detail at the start of a worker's work-experience pays big dividends to the supervisor later.

Thus, as a worker's "good" work habits develop, the supervisor is able to gradually relax his attention to that worker and devote it to other phases of his responsibilities. It is also necessary to check the worker from time to time to see that unapproved practices do not creep in and replace the good habits.

AXIOM: **The presentation and demonstration of approved actions and methods to perform each operation, process, and task assigned to a worker is the responsibility of the training supervisor, through his task instructors. The development of the *habit* of performing in the manner prescribed in the task breakdown and taught by the training supervisor and task instructor is the sole responsibility of the worker's *immediate supervisor.***

Employee Rating or Evaluation

Discussion of employee rating systems is beyond the scope of this manual. Attention should be called to their importance, however. A systematic method for periodically checking up on the performance of each individual worker is important to show the need for re-training, reclassification, or severance. It can also provide a morale-building opportunity to praise or reward, or uncover much needed talent for promotion. An excellent discussion of methods of evaluation of the food service industry and employees is given by Lundberg and Armatas.[67]

Getting the Right Worker to Fill Each Job Title

Although recruiting and employment practices are also beyond the scope of this discussion, it is again within scope to point out their importance. The effectiveness of training depends as much on getting the individual with the right characteristics and background as upon the methods used in developing that training.

In this connection, the writer feels that he cannot add to the excellent presentations on this subject made by the eminent psychologists Lundberg and Armatas[68] and Standard Brand's outstanding audio-visual presentation, "How to Employ,"[69] which is recommended as an integral part of every Training Supervisor's Course.

Defining, Measuring, and Maintaining Morale (Or Keeping the Workers It Has Cost So Much to Train)

It is not economically feasible to spend time and money on training unless the investment can be shown to pay dividends.

Lundberg and Armatas[70] supply an extensive analysis of the employee morale problem. Standard Brand's audio-visual presentation, "How to Communicate,"[71] also covers the subject and is recommended for all Training Supervisor's Courses.

Concurrent Part-Time, On-The-Job Training for Students

On-the-job training, as an element in cooperative vocational training or in conjunction with vocational school, junior college, or college courses in hotel, restaurant, or institutional fields, is most effective when conducted on a planned schedule of progression which places the trainee successively in a variety of job situations. The progression should start with the least skilled jobs and continue with progressively longer periods in jobs requiring higher skills until the trainee's individual level of attainment is reached. This level may be predicted tentatively from the student's apparent level of aspiration as indicated by the type of institution he attends. For Cooperative Vocational Education, Vocational School and Technical High School students, the apparent level of aspiration may be assumed to be the higher skill levels—chef, head waiter, hostess, steward, food service supervisor, and so on. For junior college students, it is assumed to be assistant manager, manager, or owner of a small, independent establishment; for college and university students, it is likely top management, executive, or staff positions in large operations.

---

[67] Donald E. Lundberg and James P. Armatas, op.cit., Chapter 9, pp. 99-106.

[68] Donald E. Lundberg and James P. Armatas, op.cit., Chapters 5 and 6, pp. 44-73.

[69] Standard Brands, Inc., op.cit., "How To Employ."

[70] Lundberg & Armatas, op.cit., Chapters 13-15, pp. 160-203.

[71] Standard Brands, Inc., op.cit., "How To Communicate".

From the industry standpoint, a program in on-the-job training presents many problems in the utilization of personnel in training. Because of these problems the program is liable to degenerate into an auxiliary or "cheap help" situation, which inures ambitious-to-learn students in low pay, unskilled jobs. Without movement or progression, they quickly learn all that they need to know about such jobs, become first discontented, then frustrated, and finally lose motivation to remain in the industry and continue their education.

One possible means of preventing this might be for a food service establishment to contract with the educational institution for a given number of students at various stages of training, for employment in a distinct progressive program in which students would rotate among themselves at intervals in the performance of various jobs within the industry establishment.

A diagramatic representation of such a possible progressive training plan will be presented in Appendix for skill level and management level trainees.[72]

Organization Within Food Service Establishments

Application of the analytical methods necessary to implement the "Task-Unit Concept" will show any food service manager the advisability of a serious reappraisal of the functions of every individual in his establishment.

The industry has been burdened by traditions, established when labor was cheap and plentiful. Now that labor has become both expensive and scarce the traditions in both organization and operation become mill-stones around its neck.

Analyses conducted in the course of making task breakdowns reveal the low production of the food service worker. A few examples will indicate what happens when the traditional industrial engineering questions are applied in a detailed breakdown of food service activities.

In the pre-processing block, purchases are often made more on the basis of emotion, friendship, salesmanship, habit, convenience, and so on, that upon scientifically designed specifications, price, package, and delivery considerations. Receiving procedures are too often slip-shod, encouraging cheating and pilferage. Storeroom and storage refrigerators and freezers are located so far from both receiving dock and point-of-use of products as to require excessive handling labor. Too often they are readily accessible to unauthorized personnel. Issuing is unorganized. In one storeroom the writer counted 37 requisitions for minor items in one morning. Each requisition required the time of a cook to write it, the time of a runner to bring it to the storeroom, the time of a storeroom man to fill it (while the runner waited), and the time of the runner to return it to the kitchen. Waiting time of the cook who permitted the item to run out may also be included.

In the processing block there is an almost complete lack of system and definition. No one appears to have firm orders of exactly how much of each ingredient to prepare for production in what manner. Processing is by someone's guess at how much will be required, not by order from a calculated standardized recipe. The three-level "build to" inventory system, with its built-in tendency to waste is often used rather than accurately projected requirements.

In the production block, highly-skilled (and highly-paid) cooks and bakers spend valuable skill-paid time fetching, carrying, weighing, and measuring which could be done as well by less-skilled, lower-paid workers. This would require fewer highly-skilled, highly-paid personnel, who could produce more and better orders. Too often both the composition and portioning are left to the discretion of production personnel instead of being prescribed by management, resulting in a lack of uniformity in both quality and taste, to say nothing of portioning and appearance. The amount to prepare and the time when finished foods are to be ready to serve are also left to production personnel. The result is too frequent over-production and under-production.

Shall we go on? Non-standardized garniture, "packaging," is too often slip-shod and inartistic, in fact, repulsive. Delivery is improperly timed, and the waitress asks, "Who has the fish?" on delivery to the customer. Service is slow and poor. Hot foods are served on cold plates; ice cream in compotes right out of a steaming dish washer. In cafeterias tray design is such that it is almost necessary to remove dishes and put them on the tables, which have been cleaned (?) of the refuse of the last occupant by spreading that refuse in a slightly less obvious film with a swipe of a (charitably) less-than-sanitary wet side-towel. Glasses, silver, and dishes are manhandled by handicraft methods, resulting in both excessive labor and excessive and largely preventable breakage. This is true even in "modern," "efficient," and highly profitable operations!

This goes on almost *ad infinitum*. If you are not shocked, horrified, and grieved at what is actually going on when you make your task breakdowns in your own establishment, you should suspect you may be emotionally blocked from admitting that such things can happen in your establishment and call in some unbiased judges.

Yet the means of correcting all of these conditions are known, available, and readily applicable—to those who question and refuse to be bound by tradition.

Equally important, a *Task-Unit Concept* analysis will provide the basis for a sound training program which can remove costly errors that result from poor work habits or faulty personnel organization.

---

[72] See Appendix C, D, and E.

APPENDIX

A. Job Description for Bus Boy *at the Poisson Bleu Restaurant*
B. Job Description for Bus Boy at the Poisson Bleu Restaurant
C. Proposed Training Schedule for Skill-Level Trainees
D. Proposed Training Schedule for Food Production Supervisors
E. Proposed Training Schedule for College Management Trainees
F. Outline of Project FEAST
G. Restaurant Cleaning Schedule to Help You Locate Cleaning and Sanitation Tasks and to Schedule Them for Frequency of Performance
H. Check Your Operation—How Does it Measure Up? —An Operation Analysis Form for Food Service Operations
I. What is YOUR Job as a Food Service Manager? —A suggested Job Description for Food Service Owners and Managers

APPENDIX A
JOB DESCRIPTION FOR BUS BOY AT THE POISSON BLEU RESTAURANT

NOTE: It is important to note that the Job Description for any worker consists of naming the tasks assigned to that worker in a specific establishment. It cannot be generalized and still be meaningful, since the tasks assigned in one establishment may differ materially from those assigned in another.

EXAMPLE: Linen table cloths and napkins are used at the Poisson Bleu. Bus boys change linen and set tables. Plastic table tops are used at the Hen 'n Hog. Bus boys clear and wipe table tops, waitresses lay place mats and set tables.

JOB DESCRIPTION, CODE BB POISSON BLEU RESTAURANT JOB TITLE: BUS BOY

DATE ISSUED: September 1, 1965 APPROVED BY: ________________________________, Manager

1. Job Objective: To achieve maximum customer satisfaction with service through expiditing the quick and efficient service of food and beverages by the waiters and/or waitresses.

2. Tasks for which worker is responsible: Removal of soiled tableware from dining area and its orderly deposit in the ware-washing department. Changing table linen as required and setting tables with china, glassware, silver, condiments, and napery. Cleaning, stocking, and maintaining stock in waiter service stations. Keeping water pitchers filled and iced on his station. Iceing glasses and serving water promptly upon seating of customers. Replenishing beverages, bread and butter of customers on his station in accordance with house policy.* Assisting waiters by carrying heavily loaded trays and otherwise as requested when time is available from primary task requirements above. Promptly cleaning up spilled food and broken tableware which occurs in the dining area or areas used primarily by service personnel in the kitchen, pantry or dishwashing room. Sweeps dining area and service areas floors as scheduled. Maintains person and dress in a neat, clean, and orderly manner in accordance with posted house standards at all times. Maintains a pleasant, courteous, and deferential manner toward customers and associates at all times.

3. Additional: Performs such other tasks as may be directed by his supervisor, or which may be requested by waiters and/or waitresses when time is available from primarily assigned tasks.**

4. Supervisor: Dining Room Supervisor (Hostess).

---

*House policy at the Poisson Bleu requires that all service employees ask customer; "Would you care for more ________________, sir (or m'am)?" before any replenishment.

**This standard clause should appear without fail on EVERY Job Description. It forestalls morale problems arising from an objection phrased: "That isn't part of my job," when an emergency requires that something other than that called for in the Job Description be done by the worker. The attention of all workers should be directed to this clause - and the reason for it - upon employment.

APPENDIX B

JOB SPECIFICATION FOR BUS BOY AT THE POISSON BLEU RESTAURANT

EMPLOYER'S NAME
POISSON BLEU RESTAURANT

OCCUPATIONAL TITLE
FOOD SERVICE

D.O.T. CODE
2-29.51

ADDRESS
1212 MAIN ST., ANYTOWN

EMPLOYER'S JOB TITLE
BUS BOY

DEPARTMENT
DINING ROOM

TELEPHONE
GI2-7131

PERSON TO SEE
ANDREW BROWN

TITLE
MANAGER

HOURS OF WORK 7:30a - 2:30p daily, 8:30a-3:30p Sunday

PART IV CODE

UNION

LOCAL NO.

INDUSTRY
RESTAURANT

CODE
5812

RATE OF PAY
$.80 - 1.00/hr. + tips

SEX
M

AGE
18 - 30

SKILLS, KNOWLEDGE, ABILITIES

Functionally literate (8th grade or above)
Ability to read and comprehend
Ability to follow verbal instructions
Manual dexterity
Ability to write ledgibly and to spell simple words correctly
Ability to do simple arithmetic; addition, subtraction, multiplication, division, fractions and decimals, accurately

EXPERIENCE NONE X

MINIMUM EDUCATION AND/OR TRAINING REQUIRED NONE ____

GS X HS ___ VS ___ COLL ___ S R W ENGL. ____

DEGREE(S) ________ MAJOR ________

SPECIAL COURSES None

LICENSE(S) None

FSIB TEST(S) 1- B- 2- ; 3- B- 4- *

DATE

PREPARED BY:

APPROVED BY

TYPE: WPM ________ SHORTHAND: WPM ________

MISSOURI STATE EMPLOYMENT SERVICE JOB SPECIFICATION

MODES-541-A
E.S. 1-61

FRINGE BENEFITS: Two (2) meals furnished each working day. Two (2) days off per week (Monday plus one additional). Uniforms and laundry for them furnished. Four (4) paid holidays (or time off or pay in lieu thereof) per year. One (1) week paid vacation after one (1) year of service; two (2) weeks after two (2) years service and thereafter annually.

MISCELLANEOUS COMMENTS: Must maintain person and dress in a neat, clean and orderly manner at all times in accordance with posted house standards. Must maintain a pleasant, courteous and deferential attitude toward customers and associates at all times. Must realize and accept the concept that he is in a service business; that service is rendered by "servants" (defined as "those who serve"), and be willing to accept and conform to that role in his attitude and demeanor.

---

*FOOD SERVICE INDUSTRY BATTERY TESTS - See Lundberg and Armatas, op. cit., pp. 69 - 70
The author is impressed with the correlations between the scores on this battery and the observed and rated performance of employees in Putsch's, Gilbert's and Myron Green's restaurants in Kansas City, as well as in screening trainees for a "Basic Course in Quantity Food Production" conducted by the Adult Vocational Division of the Kansas City Public School System.

APPENDIX B (CONTINUED)

Physical Activities
Specify: C - Continuously; F - Frequent; O - Occasional; N - None

	C	F	O	N	
1	x				Walking
2	x				Standing
3			x		Sitting
4	25	35	50		Lbs. Lift
5	25	35	50		Lbs. Carry
6		x			Pushing
7			x		Pulling
8		x			Reaching
9			x		Climbing
10	x				Body Balance
11		x			Bending
12			x		Crouching
13				x	Crawling
14	ACD				Seeing

A - Acute Near Vision
B - Acute Far Vision
C - Color Discrimination
D - Depth Perception

	C	F	O	N	
15	x				Hearing
16			x		Talking
17	x				Feeling
18	x				Eye-Hand Coord.
19	x				Eye-Hand-Foot
20	x				Both Hands
21	x				Finger Dexterity
22	x				Manual Dexterity
23		x			Rapid Word
24		x			Repetitive Work
25	x				Routine Work
26		x			Teamwork
27				x	Isolation
28					
29					
30					

Strength Requirements (x)
S __ L __ M x H __ VH ___

Working Conditions and Hazards
(NA - Not Applicable)

1 100 % Inside
2 NA % Outside
3 NA ° Extreme Heat
4 NA ° Extreme Cold
5 NA Inadequate Lighting
6 NA Inadequate Ventilation
7 x Noisy (in dish room)
8 NA Wet/Humid
9 NA Mechanical Hazards
10 NA Electrical Hazards
11 NA Radiant Energy
12 x Burns (possible if careless)
13 NA Explosives
14 NA Fumes
15 NA Toxicants
16 X Odors (usual food)
17 NA Dust
18 ________

COMMENTS ON UNUSUAL ACTIVITIES OR CONDITIONS:

SUMMARY OF JOB

Removes soiled tableware from dining area and deposits in ware-washing department. Changes table linen as required and sets tables. Cleans, stocks, and maintains waiter service stations. Serves water and replenishes beverages, butter & bread. Cleans up spillage and broken tableware in dining room and designated service areas. Sweeps dining room and designated service areas on schedule. Assists waiters in carrying heavily loaded trays and otherwise as requested. Performs such other tasks as directed by supervisor.

APPENDIX C
PROPOSED TRAINING SCHEDULE FOR SKILL LEVEL TRAINEES

The proposed schedule which follows is designed for the well-rounded training of individuals with a level of aspiration limited to skill level positions in the food service industry. It is designed to give the trainee both knowledge and experience in the various types of work in the food production departments and also an opportunity to select the type of work which appeals to his personal area of interests. A limited amount of specialization in this selected area is provided at the end of the training schedule.

The schedule is predicated on part-time work of from four to six hours a week, and upon the employment of a "team" of three trainees by a single establishment. It is believed that minimum disruption of the training establishment's routine will be effected by the systematic rotation of the trainees in their assignments. This should also assure the trainee of a complete and well-rounded experience under commercial operating conditions.

This program should aid materially in the orderly, smooth, and efficient transition of trainees from learning to operational situations for:

Co-operative Vocational High School Trainees
Vocational High School Seniors
Manpower Program Trainees

It may also be used on a full time basis in coordination with the adult vocational "Basic Course in Quantity Food Production" for intra-establishment on-the-job training.

PROPOSED TRAINING SCHEDULE - SKILL LEVEL TRAINEES

A. FOOD PRODUCTION BLOCK

Week	Trainee Number and Position Held		
	1	2	3
1 2	Dishwashing	Vegetable Processing	Pot & Pan Washing
3 4	Vegetable Processing	Pot & Pan Washing	Dishwashing
5 6	Pot & Pan Washing	Dishwashing	Vegetable Processing
7 8	Receiving	Store Room - Issue & Inventory	Ingredient Room - Assembly
9 10	Store Room - Issue & Inventory	Ingredient Room - Assembly	Receiving
11 12	Ingredient Room - Assembly	Receiving	Store Room - Issue & Inventory
13 14	Fry Cook	Breakfast Cook	Kitchen Steward
15 16	Breakfast Cook	Kitchen Steward	Fry Cook
17 18	Kitchen Steward	Fry Cook	Breakfast Cook

- FIRST TERM -

- SECOND TERM -

19	Pantry - Salads, Desserts, Appetizers, Etc	Bakery - General Baking	Range - Production from Standardized Recipes
20			
21			
22			
23	Bakery - as above	Range - as above	Pantry - as above
24			
25			
26			
27	Range - as above	Pantry - as above	Bakery - as above
28			
29			
30			
31	Roundsman - pick up training	Roundsman - pick up training	Roundsman - pick up training
32			
33	- All Trainees - Specialization in individual area of maximum interest and aptitude.		
34			
35			
36	- Examination and Certification at Level and for Job Indicated -		

B. FOOD SERVICE BLOCK

	Trainee Number and Position Held		
Week	1	2	3
1	Cashier	Bus boy or girl	Bus boy or girl
2	Bus boy	Cashier	Bus boy
3	Bus boy	Bus boy	Cashier
4	Waiter or waitress	Waiter or waitress	Bus boy or girl
5	Bus boy	Waiter	Waiter
6	Waiter	Bus boy	Waiter
7	Waiter	Waiter	Bus boy
8	Bus boy	Waiter	Waiter
9	Waiter	Bus boy	Waiter
10	- All Trainees continue as Waiters -		
11			
12			
13			
14			
15			
16	Asst. Host or hostess	Waiter or waitress	Waiter or waitress
17	Waiter	Asst. Host or hostess	Waiter
18	Waiter	Waiter	Asst. Host or hostess

- Examination and Certification at Level and for Job Indicated -

A BASIC COURSE IN QUANTITY FOOD PREPARATION

FIRST CYCLE

PERIODS 1 to 5

Period	SECTION I	SECTION II	SECTION III
1 Date	ORIENTATION AND ORGANIZATION (1) WORKING FROM RECIPES, WEIGHTS, MEASURES AND COOKING TERMS (1) THE COOK'S TOOLS AND WORK SIMPLIFICATION (½) EXERCISES IN WORK SIMPLIFICATION - SANDWICH MAKING (½) (Coffee made by Instructor)		
	Ham Sandwiches	Cheese Sandwiches	Peanut Butter Sandwiches
2 Date	BREAKFAST COOKERY I DISCUSSION-EGG AND CHEESE COOKERY (½), EXERCISE RECIPES (½)		
	EGG COOKERY (2) Broiled Eggs Fried Eggs (Coffee Making)	CEREALS, GRIDDLE CAKES & WAFFLES (2) Oatmeal Wheat Cakes (Toast Making)	BREAKFAST MEATS (2) Grilled Bacon Codfish Cakes, Cream Sauce (Service & Clean Up)
3	BREAKFAST COOKERY II DISCUSSION-CEREAL COOKERY (½), EXERCISE RECIPES (½)		
	BREAKFAST MEATS (2) Grilled Ham Creamed Chipped Beef (Service & Clean Up)	EGG COOKERY (2) Poached Eggs Creamed Eggs (Coffee Making)	CEREALS, GRIDDLE CAKES & WAFFLES (2) Grits Buckwheat Cakes (Toast Making)
4 Date	BREAKFAST COOKERY III DISCUSSION-MEAT COOKERY (DRY HEAT) (½), EXERCISE RECIPES (½)		
	CEREALS, GRIDDLE CAKES & WAFFLES (2) Farina Waffles (Toast Making)	BREAKFAST MEATS (2) Sausage (Country & Link) Browned Corned Beef Hash (Service & Clean Up)	EGG COOKERY (2) Scrambled Eggs Plain Omelet (Coffee Making)
5 Date	GENERAL SESSION I INTRODUCTION TO PERSONAL HYGIENE AND SANITATION (1) DISCUSSION - VEGETABLE PREPARATION, STORAGE AND COOKERY (½) INTRODUCTION TO FOOD DISTRIBUTION AND SERVICE (½) COFFEE MAKING PROCEDURES AND DEMONSTRATION (½) EXERCISE IN WORK SIMPLIFICATION - SANDWICH MAKING (½)		
	Bacon, Lettuce and Tomato Sandwiches	Ham Salad Sandwiches	Egg Salad Sandwiches

C16

A BASIC COURSE IN QUANTITY FOOD PREPARATION

SECOND CYCLE

PERIODS 6 to 9

Period	SECTION I	SECTION II	SECTION III
6 Date	GRILLED, BROILED & FRIED MEATS; ROOT VEGETABLES; GREEN SALADS I DISCUSSION - FATS, DEEP FAT FRYING ($\frac{1}{2}$); EXERCISE RECIPES ($\frac{1}{2}$)		
	MEATS (2) Pate de Boef, Grille (Coffee Making)	ROOT VEGETABLES (2) Parsley Buttered Potatoes Carrots, Glace (Baking Powder Biscuits)	GREEN SALADS (2) Tossed Salad French Dressing (Service & Clean Up)
7 Date	GRILLED, BROILED & FRIED MEATS; ROOT VEGETABLES; GREEN SALADS II DISCUSSION - SALAD PREPARATION & ASSEMBLY (20 MIN.); EXERCISE RECIPES (20 MIN.); FRUIT PREPARATION & SERVICE (20 MIN.)		
	GREEN SALADS (2) Chef's Salad Garlic (Savory) Dressing (Service & Clean Up)	MEATS (2) Grilled Pork Chops (Coffee Making)	ROOT VEGETABLES (2) Mashed Potatoes Fried Parsnips (Baking Powder Biscuits)
8 Date	GRILLED, BROILED & FRIED MEATS; ROOT VEGETABLES; GREEN SALADS III DISCUSSION - EMULSION SALAD DRESSINGS ($\frac{1}{2}$); EXERCISE RECIPES ($\frac{1}{2}$)		
	ROOT VEGETABLES (2) French Fried Potatoes Harvard Beets Baking Powder Biscuits	GREEN SALADS (2) Hot Slaw Southern Bacon Dressing (Service & Clean Up)	MEATS (2) Broiled Steaks (Various types and thicknesses) (Coffee Making)
9 Date	GENERAL SESSION II PERSONAL HYGIENE, CHECK LIST ($\frac{1}{2}$) SANITATION - REFRIGERATION & FOOD HANDLING ($\frac{1}{2}$) PREPARING AND DRAWING POULTRY (DEMONSTRATION) ($\frac{1}{2}$) FOOD DISTRIBUTION AND SERVICE - COOK'S STATION AND CAFETERIA COUNTER ($\frac{1}{2}$) PREPARING AND SERVING HOT TEA (DEMONSTRATION) ($\frac{1}{2}$) EXERCISE IN WORK SIMPLIFICATION - SANDWICH MAKING ($\frac{1}{2}$)		
	Hamburger Sandwiches	Frankfurter Sandwiches	Cubed Steak Sandwiches

A BASIC COURSE IN QUANTITY FOOD PREPARATION

THIRD CYCLE

PERIODS 10 to 13

Period	SECTION I	SECTION II	SECTION III
10 Date	POULTRY; THE LEGUMES; FRUIT SALADS I DISCUSSION - THE LEGUMES (20 min.); EXERCISE RECIPES (20 min.) DUMPLINGS. DRESSINGS AND GRAVIES (20 min.)		
	POULTRY (2) Fried Chicken Cream Gravy (Pan Fried Method) (Hot Tea Making)	THE LEGUMES (2) Buttered Frozen Peas (Deep Fat Fried Biscuits)	FRUIT SALADS (2) Banana Nut Salad Mousseline Dressing (Service & Clean Up)
11 Date	POULTRY; THE LEGUMES; FRUIT SALADS II DISCUSSION - FOOD ADJUNCTS, SPICES AND SEASONINGS ($\frac{1}{2}$); EXERCISE RECIPES ($\frac{1}{2}$)		
	FRUIT SALADS (2) Orange, Grapefruit & Avocado Fruit Salad Dressing (Service & Clean Up)	POULTRY (2) Roast Chicken with Dressing, Giblet Gravy (Hot Tea Making)	THE LEGUMES (2) Fresh Green String Beans in Cream (Deep Fat Fried Biscuits)
12 Date	POULTRY; THE LEGUMES; FRUIT SALADS III DISCUSSION - STOCKS, SOUPS, CONSOMMES AND BULLIONS ($\frac{1}{2}$); EXERCISE RECIPES ($\frac{1}{2}$)		
	THE LEGUMES (2) Buttered Frozen Lima Beans (Deep Fat Fried Biscuits)	FRUIT SALADS (2) Waldorf Salad Mayonnaise Dressing (Service & Clean Up)	POULTRY (2) Broiled $\frac{1}{2}$ Squab Chicken, Cream Gravy (Hot Tea Making)
13 Date	GENERAL SESSION III SANITATION-SANITIZING FOOD SERVICE UTENSILS (1) INTRODUCTION TO FOOD SERVICE SAFETY ($\frac{1}{2}$) FOOD DISTRIBUTION AND SERVICE - THE WAITER, BUS BOY, DINING ROOM SIDE WORK, TABLE SETTINGS ($\frac{1}{2}$) MAKING AND SERVING ICED TEA (DEMONSTRATION) ($\frac{1}{2}$) EXERCISE IN WORK SIMPLIFICATION - SANDWICH MAKING ($\frac{1}{2}$)		
	Chicken Salad Sandwiches	Tunafish Salad Sandwiches	Western Sandwiches

A BASIC COURSE IN QUANTITY FOOD PREPARATION

FOURTH CYCLE PERIODS 14 to 17

<table>
<tr><th>Period</th><th>SECTION I</th><th>SECTION II</th><th>SECTION III</th></tr>
<tr><td rowspan="2">14
Date</td><td colspan="3">ROASTING, BRAISING, STEWING MEATS; THE CABBAGE FAMILY; MISC. SALADS I. DISCUSSION - ROASTING, BRAISING & STEWING MEATS ($\frac{1}{2}$) EXERCISE RECIPES ($\frac{1}{2}$)</td></tr>
<tr><td>MEATS (2)
Roast Loin of Pork
Dressing
(Iced Tea Making)</td><td>CABBAGE FAMILY (2)
Creamed Cabbage
(Gingerbread)</td><td>MISC. SALADS (2)
Crabmeat Salad
Mayonnaise Dressing
(Service & Clean Up)</td></tr>
<tr><td rowspan="2">15
Date</td><td colspan="3">ROASTING, BRAISING, STEWING MEATS; THE CABBAGE FAMILY; MISC. SALADS II. DISCUSSION - MEAT & FISH SALADS (20 min.); EXERCISE RECIPES (20 min.); CARVING ROASTS (DEMONSTRATION) (20 min.)</td></tr>
<tr><td>MISC. SALADS (2)
Tomato Stuffed with
Shrimp Salad
Mayonnaise Dressing
(Service & Clean Up)</td><td>MEATS (2)
Yankee Pot Roast with Noodles
(Iced Tea Making)</td><td>CABBAGE FAMILY (2)
Asparagus
Hollandaise Sauce
(Gingerbread)</td></tr>
<tr><td rowspan="2">16
Date</td><td colspan="3">ROASTING, BRAISING, STEWING MEATS; THE CABBAGE FAMILY; MISC. SALADS III. DISCUSSION-GELATIN: PRINCIPLES, HANDLING, USES ($\frac{1}{2}$); EXERCISE RECIPES ($\frac{1}{2}$)</td></tr>
<tr><td>CABBAGE FAMILY (2)
Buttered Frozen Broccoli
(Gingerbread)</td><td>MISC. SALADS (2)
Salmon Glace
(Service & Clean Up)</td><td>MEATS (2)
Browned Beef Stew
(Iced Tea Making)</td></tr>
<tr><td rowspan="2">17
Date</td><td colspan="3">GENERAL SESSION IV
FOOD SERVICE SAFETY - ACCIDENTS AND FIRST AID (1)
SANITATION - RODENT AND INSECT CONTROL ($\frac{1}{2}$)
FOOD DISTRIBUTION AND SERVICE - TYPES OF TABLE SERVICE ($\frac{1}{2}$)
PREPARING AND SERVING MILK BEVERAGES - COCOA (DEMONSTRATION) ($\frac{1}{2}$)
EXERCISE IN WORK SIMPLIFICATION - SANDWICH MAKING ($\frac{1}{2}$)</td></tr>
<tr><td>Corned Beef
Sandwiches</td><td>Grilled Cheese
Sandwiches</td><td>Florida Ham
Sandwiches</td></tr>
</table>

A BASIC COURSE IN QUANTITY FOOD PREPARATION

FIFTH CYCLE

PERIODS 18 to 21

<table>
<tr><th>Period</th><th>SECTION I</th><th>SECTION II</th><th>SECTION III</th></tr>
<tr><td rowspan="2">18
Date</td><td colspan="3">FISH; LEAFY VEGETABLES; SIMPLE DESSERTS 1. DISCUSSION - FISH & SEAFOOD COOKERY (½); EXERCISE RECIPES (½)</td></tr>
<tr><td>FISH (2)
Broiled or Grilled Fish Fillets
(Cocoa Making)</td><td>LEAFY VEGETABLES (2)
Mustard or Turnip Greens* with Ham Hocks
(Hot Muffins)</td><td>SIMPLE DESSERT (2)
Fruit Jello
Whipped Cream
(Service & Clean Up)</td></tr>
<tr><td rowspan="2">19
Date</td><td colspan="3">FISH; LEAFY VEGETABLES; SIMPLE DESSERTS II. DISCUSSION - LEAFY VEGETABLES (20 min.); EXERCISE RECIPES (20 min.); EGGS IN CUSTARDS AND SAUCES (20 min.).</td></tr>
<tr><td>SIMPLE DESSERT (2)
Bread Pudding
Vanilla Custard Sauce
(Service & Clean Up)</td><td>FISH (2)
Breaded, Deep Fat Fried Fish Fillets
(Cocoa Making)</td><td>LEAFY VEGETABLE (2)
Buttered Spinach with egg
(Hot Muffins)</td></tr>
<tr><td rowspan="2">20
Date</td><td colspan="3">FISH; LEAFY VEGETABLES; SIMPLE DESSERTS III. DISCUSSION - HOT SAUCES; TYPES, PRINCIPLES, USES (½); EXERCISE RECIPES (½)</td></tr>
<tr><td>LEAFY VEGETABLE (2)
Creamed Celery
(Hot Muffins)</td><td>SIMPLE DESSERT (2)
Apple Brown Betty
Lemon Sauce
(Service & Clean Up)</td><td>FISH (2)
Pompano en Papillote
(Cocoa Making)</td></tr>
<tr><td rowspan="2">21
Date</td><td colspan="3">GENERAL SESSION V
FOOD SERVICE SAFETY - FILM PRESENTATION AND DISCUSSION (½)
SANITATION - CLEANING METHODS AND AGENTS (½)
DISCUSSION - PIES, PIE CRUSTS (½); CORNSTARCH IN SAUCES AND DESSERTS (½)
FOOD DISTRIBUTION AND SERVICE - SERVING; REMOVING TABLE WARE; STACKING TRAYS & BUS BOXES; THE DISH PANTRY (½)
EXERCISE IN WORK SIMPLIFICATION & COFFEE CHECK LIST - SANDWICHES (½)</td></tr>
<tr><td>Chopped Liver Sandwiches</td><td>Ham-and-Cheese Filling Sandwiches</td><td>Fried Ham & Egg Sandwiches</td></tr>
</table>

A BASIC COURSE IN QUANTITY FOOD PREPARATION

<table>
<tr><th>Period</th><th>SECTION I</th><th>SECTION II</th><th>SECTION III</th></tr>
<tr><td rowspan="2">22
Date</td><td colspan="3">MEAT SUBSTITUTES: MISC. VEGETABLES; DESSERTS I. DISCUSSION MEAT SUBSTITUTES (20 min.); EXERCISE RECIPES (20 min.); MISC. VEGETABLES (20 min.)</td></tr>
<tr><td>MEAT SUBSTITUTES (2)
Macaroni au Gratin
(Coffee Making)</td><td>Misc. VEGETABLES
Sweet Corn, Saute O'Brien
(Popovers)</td><td>DESSERT (2)
Cherry Cobbler
(Service & Clean Up)</td></tr>
<tr><td rowspan="2">23
Date</td><td colspan="3">MEAT SUBSTITUTES; MISC. VEGETABLES; DESSERTS II. DISCUSSION CAKE MAKING (20 min.); EXERCISE RECIPES (20 min.); SUGAR COOKERY FROSTINGS (20 min.)</td></tr>
<tr><td>DESSERT (2)
White Sheet Cake
Chocolate Frosting
(Service & Clean Up)</td><td>MEAT SUBSTITUTES (2)
Spanish Rice
(Coffee Making)</td><td>MISC. VEGETABLES (2)
French Fried Egg Plant
(Popovers)</td></tr>
<tr><td rowspan="2">24
Date</td><td colspan="3">MEAT SUBSTITUTES; MISC. VEGETABLES; DESSERTS III. DISCUSSION - THE ALIMENTARY PASTES (20 min.); EXERCISE RECIPES (20 min.); KITCHEN ORGANIZATION (20 min.)</td></tr>
<tr><td>MISC. VEGETABLES (2)
Baked Acorn Squash
(Popovers)</td><td>DESSERT (2)
Apple Pie
(Service & Clean-Up)</td><td>MEAT SUBSTITUTES (2)
Spaghetti Italienne
(Coffee Making)</td></tr>
<tr><td rowspan="2">25
Date</td><td colspan="3">GENERAL SESSION VI
SAFETY - ORGANIZING A SAFETY PROGRAM ($\frac{1}{2}$)
SANITATION - ORGANIZING A SANITATION PROGRAM ($\frac{1}{2}$)
DISCUSSION - USING THE COOK'S WORK SHEET ($\frac{1}{2}$)
FOOD DISTRIBUTION AND SERVICE - SERVING PARTIES AND BANQUETS ($\frac{1}{2}$)
ANNOUNCEMENT OF HONORS AND ORGANIZATION FOR THE GRADUATION BANQUET ($\frac{1}{2}$)
EXERCISE IN WORK SIMPLIFICATION - SALAD AND SANDWICH MAKING ($\frac{1}{2}$)</td></tr>
<tr><td>Sandwiches
Choice of Section</td><td>Salad
Choice of Section</td><td>Sandwiches
Choice of Section</td></tr>
</table>

A BASIC COURSE IN QUANTITY FOOD PREPARATION

FINAL PERIOD

GRADUATION BANQUET

Period	ALL SECTIONS
26	PLAN MENU SELECT AND COST RECIPES USED DETERMINE QUANTITIES OF EACH INGREDIENT NEEDED SET UP DUTY ROSTER SET UP PRODUCTION SCHEDULE (WORK SHEETS) TABLE ARRANGEMENT DIAGRAM WAITER AND BUS STATIONS ORDER OF SERVICE SET UP BANQUET ROOM PREPARE AND SERVE BANQUET RECEIVE CERTIFICATES OF COMPLETION - CLEAN UP AND CHECK IN EQUIPMENT

*Choice depends upon availability of food and/or equipment.

APPENDIX D
PROPOSED TRAINING SCHEDULE FOR SUPERVISORS

In proposing the following training schedule for supervisors it is assumed that the individuals to be so trained—

—Have completed one or both of the skill-level training programs outlined in Appendix C, or

—have the equivalent skill and knowledge, and

—have had at least six months full time practical experience in a responsible skill-level position, in which

—they have demonstrated their aptitudes and indicated qualities of leadership.

Only the Production Supervisor's Training Schedule is given, since it is felt that the *service block* skill-level training schedule is sufficient to qualify competent individuals for the positions of hostess, head waiter, or dining room supervisor.

It is recommended that junior college students use these schedules as follows for concurrent, on-the-job training:

Freshman year: First and second terms—Skill Level Food Production
Second year: First term—Skill Level Service
Second term—Supervisor's Schedule

For full-time, on-the-job trainees without junior college background, it is recommended that this schedule be supplemented with the Adult Vocational "Advanced Course in Quality Food Production" and, if possible, the "Food Service Training Supervisor's Course."

It should be noted that the "team" for this schedule has been reduced to two (2) trainees. This is realistic, since fewer supervisory positions are available and conversely, there are fewer individuals qualified to hold them. Since only one position per establishment is open in this category, the training under this schedule can be made highly competitive.

PROPOSED TRAINING SCHEDULE—FOOD PRODUCTION SUPERVISOR

Trainee Number and Position Held

Week	1	2
1 2	Chef's Assistant—Menu Writing	Chef's Assistant—Test and Standardize Recipes
3 4	Chef's Assistant—Test and Standardize Recipes	Chef's Assistant—Menu Writing
5 6	Kitchen Steward	Assistant Ingredient Room Supervisor
7 8	Assistant Ingredient Room Supervisor	Kitchen Steward
9 10	Assistant Purchasing Agent	Assistant Food Cost Comptroller
11 12	Assistant Food Cost Comptroller	Assistant Purchasing Agent
13 14	Assistant Personnel Manager	Assistant Bookkeeper
15 16	Expiditer—Supplies to Production	Expiditer—Production to Service
17 18	Expiditer—Production to Service	Expiditer—Supplies to Production

ADVANCED COURSE IN QUANTITY FOOD PRODUCTION

I CYCLE PERIODS 1 to 4

Period Date Hours	SECTION I	SECTION II	SECTION III
Date 2 Hrs.	REGISTRATION, PROCUREMENT OF TEXTS AND MATERIALS, LECTURE: OBJECTIVES AND OUTLINES OF THE COURSE. ORGANIZATION OF SECTIONS.		
Date	STOCKS AND SOUPS - BROWN STOCK, WHITE STOCK, FLAVORING. ESSENCES AND LIAISONS AND THEIR USES. CLEAR SOUPS, CONSOMMES, BOUILLON AND CREAM SOUPS. CLARIFICATION METHODS.		
3 Hrs.	BROWN STOCK - ESSENCE VEGETABLE SOUP BULLION	WHITE STOCK - ESSENCE CONSOMME CREAM OF CORN SOUP	FISH STOCK - THE MIRPOIX NEW ENGLAND CHOWDER NEW YORK CHOWDER
Date 2 Hrs.	NUTRITION - THE FOOD GROUPS, VITAMINS AND MINERALS AND THEIR RELATION TO HUMAN NUTRITION. RELATIONSHIP OF NUTRITION TO MENU PLANNING. RELATIONSHIP OF NUTRITION TO FOOD PURCHASING, HANDLING AND PREPARATION.		
Date	SAUCES - USE OF BASIC ESSENCES AND LIAISONS. BROWN SAUCES AND VARIATIONS. WHITE SAUCES AND VARIATIONS. SWEET AND DESSERT SAUCES AND VARIATIONS. VELOUTES. SAUCES WITH BASES OTHER THAN MEAT ESSENCES.		
3 Hrs.	BROWN SAUCES -	WHITE SAUCES -	SWEET AND DESSERT SAUCES, VELOUTES -

ADVANCED COURSE IN QUANTITY FOOD PRODUCTION

II CYCLE — PERIODS 5 to 8

Period Date Hours	SECTION I	SECTION II	SECTION III
Date	PRINCIPLES OF MENU PLANNING - NUTRITIONAL FACTORS; CUSTOMER PREFERENCES; COST FACTORS; RELATIONSHIP OF CLIENTELE SERVED TO COST FACTORS, QUALITY, PREPARATION TIME AND SKILL AND SELLING PRICE; RELATIONSHIP OF LABOR TO TOTAL COST; RELATIONSHIP OF TYPE OF SERVICE TO MENU; RELATIONSHIP OF EQUIPMENT AVAILABLE TO MENU; RELATIONSHIP OF SEASONAL FACTORS TO MENU; THE UTILIZATION OF LEFT-OVERS AND BARGAINS. TYPES OF MENUS - EXTENSIVE, LIMITED; FIXED, CHANGED; DAILY vs. CYCLICAL PLANNING. PLANNING THE CYCLICAL MENU.		
2 Hrs.			
Date	SAUCES (Cont'd.) - THE CHAUD-FROID SAUCES AND THEIR USES		
3 Hrs.	DECORATE A HAM	DECORATE A FOWL	DECORATE A FISH
Date	MENU MAKING WORKSHOP. PREPARATION OF AN EIGHTEEN DAY CYCLICAL MENU. DISCUSSION OF MENUS PRESENTED.		
2 Hrs.			
Date	ARTISTIC ENTREES - GARNITURE		
3 Hrs.	CROWN ROAST OF LAMB	A SEAFOOD ITEM	CHATEAUBRIAND

ADVANCED COURSE IN QUANTITY FOOD PRODUCTION

III CYCLE

PERIODS 6 to 9

Period Date Hours	SECTION I	SECTION II	SECTION III
Date	RECIPES - DEFINITIONS, ESSENTIAL PARTS, CHARACTERISTICS OF A GOOD RECIPE, UNITS OF MEASUREMENT, DEVELOPING AND TESTING RECIPES, EXPANDING SMALL QUANTITY RECIPES FOR LARGE QUANTITY USE.		
2 Hrs.			
Date	FANCY SALADS AND SALAD DRESSINGS		
3 Hrs.	CAESAR SALAD	SUNBURST SALAD	SALMON GLACE
Date	WORKSHOP ON COSTING RECIPES - COST OF INGREDIENTS IN UNITS OF PURCHASE AP AND EP; CONVERSION TO COSTS OF QUANTITIES USED IN RECIPES; TOTAL COST OF RECIPE; COST PER PORTION; IMPORTANCE OF STANDARDIZED PORTIONS; METHODS OF PORTION CONTROL; FOOD COST PERCENTAGE - DETERMINATION AND MEANING; EFFECT OF WASTE AND LEFT-OVERS ON FOOD COST.		
2 Hrs.			
Date	BAKING - GENERAL PRINCIPLES; QUICK BREADS; CAKES; COOKIES. BASIC FORMULAE AND PROPORTIONS. DEVELOPMENT AND USES OF MIXES. VARIATIONS FROM BASIC MIXES. THE MISSOURI MIX.		
3 Hrs.	BISCUITS AND MUFFINS	WHITE AND CHOCOLATE SHEET CAKE	BATTERS - DOUGHNUTS AND HOTCAKES

IV CYCLE

PERIODS 10 to 13

Period Date Hour	SECTION I	SECTION II	SECTION III
Date 2 Hrs.	PURCHASING, RECEIVING, STORAGE AND ISSUE OF FOODS - METHODS, PRINCIPLES AND PITFALLS. YIELD TESTS AND SPECIFICATIONS. ESSENTIALS OF A GOOD FOOD PURCHASING SPECIFICATION. COMPETITIVE BIDDING. PRICE INDEXES AND HOW TO USE THEM. "SPECIALS" AND BARGAINS. DETERMINATION OF WHAT QUANTITY TO BUY. SOURCES OF INFORMATION. PREFABRICATION - WHEN AND HOW MUCH. RECEIVING AND STORING FOOD.		
Date	BAKING (Continued) - YEAST RAISED PRODUCTS. PRINCIPLES. MIXING, PROOFING, SCALING. BREAD AND ROLLS. SWEET DOUGHS. STANDARD FORMULAE.		
3 Hrs.	BREAD AND DINNER ROLLS	SWEET ROLLS	DANISH PASTRY
Date 2 Hrs.	PURCHASING, RECEIVING STORAGE AND ISSUE OF FOODS - MEATS; SELECTION AND AGING OF BEEF; BEEF CUTS AND THEIR USES; GRADES AND THEIR MEANING; CARCASS, WHOLESALE AND PREFABRICATED OR PORTION READY CUTS; RELATION OF QUALITY TO YIELD AND TO COST; RELATION OF YIELD, QUALITY AND COST TO MENU ITEM AND TYPE OF CLIENTELE SERVED. PORK, LAMB, MUTTON AND VEAL CUTS AND USES. SEASONAL VARIATIONS IN COST OF MEATS AND ITS RELATION TO MENU PLANNING. HANDLING AND STORAGE OF MEATS, REFRIGERATION. ISSUE AND ACCOUNTING FOR MEAT ITEMS.		
Date	BAKING (Continued) - PIES AND PIE CRUSTS, PASTRIES, CHOUX PASTE PRODUCTS, FRENCH PASTRIES, CRUELLERS.		
3 Hrs.	PIES - SOFT, FRUIT	CHOUX PASTE - ECLAIRS CREAMPUFFS	FRENCH PASTRIES - NAPOLEON BARS MACAROONS USE OF BUTTER CREAM

ADVANCED COURSE IN QUANTITY FOOD PRODUCTION

V CYCLE PERIODS 14 to 17

Period Date Hours	SECTION I	SECTION II	SECTION III
Date	PURCHASING, RECEIVING, STORAGE AND ISSUE OF FOODS - (a) POULTRY AND EGGS-TYPES, GRADES, COSTS AND YIELDS, SEASONAL VARIATIONS. METHODS OF PREPARATION. STORAGE AND REFRIGERATION. ISSUE AND ACCOUNTING FOR POULTRY AND EGGS (45 min.). (b) DAIRY PRODUCTS - TYPES, GRADES, COSTS, USES, SEASONAL VARIATIONS. STORAGE AND REFRIGERATION. ISSUE AND ACCOUNTING FOR DAIRY PRODUCTS. (45 min.). (c) PRODUCE=TYPES ETC.		
2 Hrs.			
Date	ICES AND FROSTINGS - USE OF THE CANDY THERMOMETER, FONDANTS, SPUN SUGAR WORK, CAKE DECORATION.		
3 Hrs.	WEDDING CAKE DECORATE WITH HARD ICING	GROOM'S CAKE BUTTER-CREAM DECORATIONS	SIMPLE SPUN SUGAR DESIGN
Date	ORGANIZATION AND SUPERVISION IN THE KITCHEN - PRINCIPLES, JOB ANALYSIS, JOB DESCRIPTIONS, JOB SPECIFICATIONS. METHODS OF CONTROLLING KITCHEN LABOR COSTS. RANGE TABLE OF STAFFING GUIDES AT VARIOUS LEVELS OF BUSINESS. LABOR EFFICIENCY AND ITS MEASUREMENT. RELATIONSHIP OF EFFICIENCY OF OPERATION TO THE WAGES OF WORKERS		
2 Hrs.			
Date	FROZEN DESSERTS - PRINCIPLES, MIXES AND FORMULAE, VARIATIONS.		
3 Hrs.	BISCUIT TORTONI	CASATA (BOMBE)	SPUMONI

ADVANCED COURSE IN QUANTITY FOOD PRODUCTION

VI CYCLE

PERIODS 18 to 21

Period Date Hours	SECTION I	SECTION II	SECTION III
Date	ORGANIZATION AND SUPERVISION - PLANNING, SEEING, DOING. SUPERVISION VS. CONTROL. HUMAN NEEDS AND THEIR RELATION TO EFFECTIVE SUPERVISION. TYPES OF LEADERSHIP AND THEIR USES. SITUATIONAL LEADERSHIP. RECOGNITION AND REWARDS. THE APPLICATION OF SANCTIONS. DELEGATION, AUTHORITY AND RESPONSIBILITY. THE CHAIN OF COMMAND AND ITS USES. ONE BOSS.		
2 Hrs.			
Date	SETTING UP, DECORATING AND ORGANIZING A BUFFET OR SMORGASBORD FOR ATTRACTIVENESS, EFFICIENCY AND PROFIT.		
3 Hrs.	APPETIZERS, CHEESE DISHES, RELISHES HORS D'OEUVRES DESSERTS	SALADS GELATINE TOSSED FISH	HOT DISHES A ROAST A VEGETABLE A SPECIALTY
Date	APPLICATION OF ENTIRE COURSE TO THE ORGANIZATION FOR AND PLANNING OF A GRADUATION BANQUET, TO BE SERVED BUFFET STYLE WITH MAXIMUM ATTENTION TO ATTRACTIVENESS AND ARTISTRY IN EYE AND TASTE APPEAL.		
2 Hrs.			
Date	PREPARATION AND SERVICE OF GRADUATION BANQUET FOR 50 to 100 GUESTS.		
3 Hrs.	TO BE ORGANIZED AND OPERATED BY STUDENTS		

APPENDIX E
PROPOSED TRAINING SCHEDULE FOR POTENTIAL MANAGERS

Management personnel trained through on-the-job training programs concurrent with their education in Food Service Management in college or university courses require little time to integrate into an establishment and prove valuable to their employers.

It is largely because of the failure of both academic institutions and industry to provide such on-the-job training to supplement academic or theoretical education that the charge that too many graduates are "over-educated and under-trained" attains some measure of validity.

It is suggested that both students and the industry would benefit if "teams" of students were employed by establishments while in college and rotated among the jobs to which their experience and training indicates qualification.

The following schedule is submitted with the idea that its completion would enable the graduate of a collegiate Hotel and Restaurant Management Course to integrate easily, smoothly, and efficiently into the food service industry.

Freshman year: Concurrent and/or summer; Skill-Level Schedule—Food Production

Sophomore year: Concurrent and/or summer: Skill-Level Schedule—Service, and Supervisor, Food Production

Junior and Senior years: Concurrent and/or summer; Similar schedules, possibly designed by the Hotel Institute of America, for front-of-the-house, housekeeping and maintenance training.

APPENDIX F
PROJECT "FEAST"
FOOD EDUCATION AND SERVICE TECHNOLOGY PROGRAM

Sponsored By

HOTEL AND RESTAURANT FOUNDATION OF
CITY COLLEGE OF SAN FRANCISCO

Project "Feast", a pilot food education and service technology program of instruction in the Bay Area high schools, is sponsored by the Hotel and Restaurant Foundation of the City College of San Francisco under a grant from the Ford Foundation.

The success of the Pre-Technology Program (Richmond Plan) resulted in a request from administrators, teachers, and industry for the development and adaptation of the program to the commercial food service industries. This program, dealing in food preparation and service, has particular appeal for students of all levels, as the employment opportunities are varied and constantly growing. These opportunities cover employment for the lower level (high school) technically-trained person through the most highly trained person with a degree in Hotel Administration. Many years ago, Er[illegible] Byfield wrote "The hotel industry uses ten professions and forty trades". These numbers may well have increased with the recent great growth of the industry and demands of the government and public.

To assure the participation of industry and labor and various schools, the Ford Foundation suggested the Hotel and Restaurant Foundation of the City College act as the local managing agency. There is precedent for this in their management of the Statler and local industry grants financing the new wing of Smith Hall (Hotel and Restaurant Department). The Hotel and Restaurant Foundation directors have assumed this responsibility.

PROGRAM OBJECTIVE

To prepare the student for further education, or immediate employment and advancement in the food service industries.

The two-year program will be set up in the 11th and 12th grades. Emphasis will be on basic education adapted to the food service field, thereby strengthening the student's potential development should he enter industry directly from high school.

The student who goes immediately from high school to work will be encouraged to further develop his potentials by taking advantage of on-the-job training apprentice programs, the American Hotel Association Educational Institute Courses, National Restaurant Association short courses and/or local adult education programs, depending on his field of interest and abilities.

The basic aim of the program is to challenge the student's interest and ability in such a manner that he will, if possible, continue his education in one of California's Community Colleges' specialized programs for the food service industries. A student with exceptional academic ability and interest will be encouraged to aim for a four-year college program in Hotel and Restaurant Administration.

The program is set up with the cooperation of City College of San Francisco and Oakland City College - Laney Branch, representatives of the various labor groups involved, management, and owners.

The goal is to provide a program that will make school more meaningful, challenging the student's interest and developing his full potential. The graduate will have basic knowledges and skills necessary for the beginning level of employment. He should have the added incentive to continue his education and intellectual growth after employment. He becomes an asset to his community, a strong person within himself.

STUDENTS

The Food Service Technology Programs ideally should eventually be set up in six Greater Bay Area high schools:

a. 2 in the East Bay area
b. 2 on the Peninsula
c. 2 in San Francisco

The pilot program opens with two outstanding East Bay schools: Pacific High School, San Leandro; Oakland Technical High School.

This program has appeal for both boys and girls. Experience proves, however, the application has greater value for boys, on a long-range basis. The location of the selected schools, and the programs, reflects the racial and economic representation of the schools and the area. Counselors will select students from lower, normal and a few interested ones from top range in intelligence. Whenever possible, parents, as well as students, are interviewed.

PROGRAM OF INSTRUCTION: CLASSES AND SCHEDULING

Along with the strong basic education, always stressed, the student will have practical experiences and training. Homemaking department classrooms will be used to teach him the basic principles of food preparation and service along with the application of his science, math and English. The school cafeterias and/or the faculty dining rooms will afford the opportunity for quantity food preparation and service training, as well as purchasing, storage, and control of supplies and equipment. The material covered in mathematics, science, English, and social sciences will be oriented so that the motivation, skills, understandings and attitudes learned in the laboratory and cafeteria may be used to good advantage.

Teachers will use the ideas developed in the Pre-Technology Program, especially the emphasis on practical rather than theoretical concepts, team teaching approach, cutting across traditional departmental lines. Teachers will show and emphasize the relationship between subject matter and what is important to the student in terms of his getting and holding a job.

Classes in all specialized subjects--Home Economics, English, and Business--will be offered one period daily throughout the two-year period. The science program will be incorporated into home economics, cut across traditional disciplines, and be both functional and challenging, including chemistry of foods, food sanitation, some physics including heat and light, properties of metals, refrigeration, use of electronics, radiation, steam and quick freezing equipment.

The first semester laboratory work will be offered in the home economics facilities and should cover the basic principles of food preparation. The following three semesters of the laboratory will take place in the cafeteria kitchen and faculty dining room, or other approved facilities providing adequate laboratory space for a minimum of fifteen students and service for preferably a minimum of 50 persons. Scheduling will be developed around the luncheon hour requirements. (A suitable alternate would be an experience of table service for 25 persons, as well as some school cafeteria and fountain service experience). There can be a leeway, adjusting to local facilities as well as needs of students, school, and local industry. In some cases the fourth semester might be spent in a cooperative work experience in local industry.

Classes in social studies and physical education will complete the program.

ADMINISTRATION

A director has been appointed to provide leadership for the program. Hilda Watson Gifford is experienced and familiar with the fields of high-school education, junior college technical and occupational training, and with the field of hotel and restaurant operation.

Principal responsibility will rest with the Director, Dr. Louis F. Batmale, Coordinator of Technical-Terminal Programs and administrator in charge of the City College of San Francisco Hotel and Restaurant Department, will serve in an advisory capacity. It is expected, however, that the Director and Advisor will work closely with City College of San Francisco administrators, as well as administrators of the member schools, and will be assisted by resource people in the discharge of the following responsibilities:

1. Selection and Recruitment of possible high schools
2. Establishment of criteria for selection of students
3. Recruitment of students through conferences and parents' meetings
4. Planning, organization, and administration of the workshop, field trips, and conferences for teachers
5. Development of a continuing program of training for teachers and counselors providing necessary resource persons and materials
6. Assisting of administrators in the supervision of teachers
7. Establishment of liaison with advisory group from industry, local labor, and management organizations
8. Establishment of liaison with other industry foundations, institutes and councils

TEACHER TRAINING

The first two weeks of the summer vacation will be spent in workshop at the City College of San Francisco. The teachers will be exposed to the two year program in capsule form, getting acclimated to the industry point of view through actual experience in quantity food preparation and service and through visits to hotels and restaurants. Two additional weeks will be spent in the development of the over-all outline of curriculum and more specifically the course content for grade eleven. It is hoped that those who attend the 1964 workshop will spend their second summer in a work-experience program followed by a workshop of two weeks to develop material for grade twelve.

Resource material will be made available to each teaching team--for the development of the curriculum outline. This material includes "Quantity Food Preparation--a basic curriculum guide" and "Training for Quantity Food Preparation". These guides were researched and written by teachers, industry members, and other experts, recognizing the fact that each school needs to have a class meet their immediate pupil and community needs.

Courses from the American Hotel, Motel Association, Education Institute, will be made available for background instructional material. These courses include the teaching guides. Undoubtedly, only parts of some courses would apply to high school classes. Other tested instructional materials, such as the complete set of manuals used in the Erie County Technical Institute Commercial Foods Courses, City College of San Francisco Hotel and Restaurant Manuals, Chadsey High School "Quantity Cooking," and others, to be used.

The Alice Statler Library will be open to all participating faculty members. This provides the best reference library west of the Mississippi in the field of public housing and feeding.

A PLAN OF INDUSTRY AND LABOR INVOLVEMENT WILL INCLUDE:

A steering or advisory committee from industry is to be developed for each of the three areas, East Bay, Peninsula and San Francisco. They will serve as resource people for instructors and counselors and they will be asked to assist in the workshops and conferences and in the development of eventual work experience and placement programs. A sampling of their activities is outlined below:

A. Work with Counselors
  1. Make career material available and participate in Career Days
  2. Align and make available the resources of:
    a. National Restaurant Association
    b. American Hotel and Motel Association
    c. National Council on Hotel, Restaurant Education
    d. Local associations and organizations

B. Work with director and school staffs:
  1. Act as resource people for teachers in curriculum matters
  2. Participate in meetings, P. T. A., Business Education
  3. Develop scholarship programs and help to make available:
    a. Heinz Scholarships
    b. Statler Foundation Award and Grant Programs
    c. CHRIE listing of scholarships
  4. Participate in evaluation of program

C. Work with student
  1. Confer with and guide in career matters
  2. Provide field trip experiences
  3. Make available work experience, part-time and full time work opportunities
  4. Make necessary evaluation of program and of student performance

APPENDIX G

DAILY RESTAURANT

MONDAY

NAME________	NAME________	NAME________	NAME________
Stoves & Griddle Canopy over stove Catch pans Grease catch pans Exhaust fans Chopping blocks Waffle irons	Steam tables - (Drain, clean & refill) French fry cutters Dishwashing machines or vats (inside and out) Electric fans Garbage cans (kept inside) Potato peelers Pot sinks	Toilet floors Stools & lavatories (inside & outside) Floors - mop back of counter & in kitchen Give special attention to floors around stoves & dishwashing vats & dishwashing machines & corners Sweep, using sweeping compound	Work tables Ice cream dippers Dipper wells Coffee making equipment Slicing machines Toasters Pie cases Silverware trays Milk dispensers

TUESDAY

NAME________	NAME________	NAME________	NAME________
Stoves, griddles Grease catch pans Bake ovens Shelves & drawers in kitchen Remove chewing gum deposits from under tables, counters and floors Waffle irons Chopping blocks Cutting boards Kitchen work tables	Steam tables, on top & outside French cutters Dishwashing machines or vats inside and out Potato peelers Garbage cans (kept inside) Pot sinks Clean refrigerators thoroughly, inside and outside & on top	Toilet floors & stools, & lavatories, inside and outside Light fixtures Floors, from wall to wall, dining room & kitchen Give special attention to floors, around stoves & dishwashing vats or machines and corners Sweep - using sweeping compound	Tables, chairs, booths, stools, pedestals, and counter fronts Work tables - front Ice cream dippers & dipper wells Pie cases Cutting boards Coffee making equipment Slicing machines Toasters Milk dispensers

WEDNESDAY

NAME________	NAME________	NAME________	NAME________
Stoves, griddles Grease catch pans Waffle irons Chopping blocks Cutting boards Kitchen work tables	Steam tables, on top and outside Dishwashing machines or vats inside & outside Potato peelers Garbage cans (kept inside) Pot sinks French fry cutters	Toilet floors, stools & lavatory, inside & outside Floors, by mopping - back of counters and in kitchen Give special attention to floors around stoves and dishwashing vats or machines and corners Sweep, by using sweeping compounds	Work tables, in front Ice cream dipper wells Ice cream dippers Pie cases Bread cutting boards Slicing machines Coffee making equipment Toasters Milk dispensers

CLEANING SCHEDULE

Health Department; City of ____________________

THURSDAY

NAME ____________	NAME ____________	NAME ____________	NAME ____________
Clean & put in neat order Storage rooms & basement & stairways Clean and check outside premises and outside garbage cans Stoves, griddles Grease catch pans Waffle irons Chopping blocks Cutting boards Kitchen work tables See that all trash is properly disposed of	Steam tables - drain, clean and refill French fry cutters Dishwashing machines or vats inside and outside Potato peelers Garbage cans (kept inside) Pot sinks	Toilet floors, stools and lavatories, inside & outside Floors by mopping, back of counter and in kitchen Give special attention to floors around stoves and dishwashing machines or vats and corners Sweep, by using sweeping compound	Work tables, in front Ice cream dippers Ice cream dipper wells Pie cases Bread cutting boards Coffee making equipment Slicing machines Toasters Milk dispensers Silverware trays

FRIDAY

NAME ____________	NAME ____________	NAME ____________	NAME ____________
Stoves, griddles Grease catch pans French fry machines Bake ovens Waffle irons Chopping blocks Cutting boards Kitchen work tables Defrost and clean thoroughly all refrigerators	Steam tables on top & outside French fry cutters Dishwashing machines or vats, inside & out Remove and clean rinse & wash jets on machines Potato peelers Garbage cans (kept inside) Pot sinks Heavy duty mixers Flour bins, sugar bins Pressure cooking equipment, outside and on top	Toilet floors, stools & lavatories, inside & outside Sweep by using sweeping compound Floors, from wall to wall Dining room & kitchen Give special attention to floors around stoves and dishwashing machines or vats - and mop board, wash walls to splash level in kitchen	Tables, chairs, booths, stools pedestals, counter fronts Work tables in front Ice cream dipper wells Ice cream dippers Pie cases Bread cutting boards Slicing machines Coffee making equipment Toasters Milk dispensers Bun warmers Bread boxes

SATURDAY

NAME ____________	NAME ____________	NAME ____________	NAME ____________
Saturday, or day closed Dismantle and clean all stoves, throughly including burners, gratings, ovens, griddle on top and bottom Grease catch pans, inside and outside Waffle irons Chopping blocks Cutting boards Kitchen work tables	Steam tables, on top and outside French fry cutters Dishwashing machines or vats, inside and outside Potato peelers Garbage cans (kept inside) Pot sinks	Clean all doors and windows, inside and outside including screens Toilet floors, stools and lavatories, inside and outside Floors by mopping back of counter, and kitchen Give special attention to floors around stoves and dish vats Sweep by using sweeping compound	Work tables, in front Ice cream dipper wells Ice cream dippers Pie cases Bread cutting boards Coffee making equipment Slicing machines Toasters Milk dispensers

APPENDIX H
OPERATION ANALYSIS FORM—FOOD MANAGEMENT CASE STUDY

I. GENERAL INFORMATION:

Name of Establishment: ______________________________

Address: ____________________ ____________ ________ ____________
(Street) (City) (Zone) (State)

List names and addresses of other units if a multi-unit operation. (Append a separate sheet with list).

Type of establishment: ______________________________

Date founded or opened: ______________________________

Brief history of establishment: ______________________________

____

____

____

____

Seating capacity: Tables ________ Counter ________ Booths ________ Private Dining or Party Rooms ________

Patient's Cafeteria ________ Employee's Cafeteria ________ Doctor's and/or Intern's Dining Room ________

Guest's Dining or Tea Room ________ Other (Please specify) ______________________________

Number of meals served daily at each location by meal (Average):

Location of type of seating	Meal
______________________	Breakfast ______________
	Lunch ______________
	Dinner ______________
______________________	Breakfast ______________
	Lunch ______________
	Dinner ______________
______________________	Breakfast ______________
	Lunch ______________
	Dinner ______________

(Use additional sheets if necessary) Append Customer Flow Chart

No. regular diet ______________ No. special diet ______________ No. children's diet ______________

Append a copy of organization chart, showing job title of each employee and lines of authority and responsibility for each job. Show line of authority by solid lines (________) and staff authority by broken lines (------------).

Are written job descriptions and job specifications prepared for each employee? Yes ________ No ________.

Has each employee been furnished with a copy of his job description? Yes ________ No ________.

Has each employee below supervisory grade been furnished with a job schedule? Yes ________ No ________.

Is a statement of the establishment's policies furnished each employee? Yes ________ No ________.

What arrangements are made for "on-the-job" training? ______________________________

____

____

____

____

What local facilities are available for adult-vocational training to supplement the on-the-job training program?

To what extent are these training facilities utilized for the training of employees of the establishment?

What measures are taken for selecting and training employees for the next higher job? ____________________

Are meetings held:	Regularly	Often	Occasionally	Seldom	Never
Managerial staff					
Managers & Department Heads					
Department Heads					
Department Heads & Leaders					
Departmental (all employees)					
Leaders and their units					
All employees with management					

Does the establishment publish an employee house organ or bulletin at regular intervals? Yes _____ No _____

Which of the following methods, if any, are used in the employment of individuals at the indicated levels:

	Psychological Tests	Management Interviews	Personnel Department Interviews	Supervisor Interviews	Reference Checks
Managers & Asst. Mgrs.					
Supervisors					
Skilled Workers					
Semi-skilled					
Unskilled					

Are terminal interviews conducted as standard practice? Yes _________ No _________.

Who conducts terminal interviews? ____________________

Annual rate of employee turnover? ____________ (Number W-2 forms issued)
(Average Number employees)

REMARKS:

II. ACCOUNTING

What is the corporate structure of the enterprise? Proprietorship? ____________ Partnership? ____________
Limited Corporation? ____________ Corporation? ____________

Is accounting done by own accounting department? _______ By an outside accountant? _______

List books of account: ____

____

____

Append a list of ledger accounts.

Append two copies of all forms used in control. Show on one copy of each: (1) Its function, (2) how it is used, (3) who prepares it, (4) who uses it - step by step, (5) disposition.

Are sales records kept: (1) to detect trends? Yes ________ No ________ (2) to provide a popularity index of menu offerings? Yes ________ No ________.

Is a cyclical menu used? Yes ________ No ________.

Are sales and cost budgets forecast and compared with periodic and "to date" records in an "operating statement"? Yes ________ No ________.

Is there a record of daily food cost by category of foods? Yes ________ No ________.

Is a standard provided for the proportion of cost of each category of food to total sales? Yes ________ No ________.

Is payroll cost analyzed: (1) daily _______, (2) weekly _______, (3) monthly _______, (4) not analyzed _______ for:

(1) Man hours per customer served _______ (Ratio last month 1 : ______)

(2) Man hours per dollar sales _______ (Ratio last month 1 : $______)

REMARKS:

III. PURCHASING SYSTEM

Give title of person who places orders for:

(1) Food: (a) Meats ________________________
(b) Poultry ________________________
(c) Fish ________________________
(d) Produce (Fruits & Vegetables) ________________________
(e) Dairy Products ________________________
(f) Eggs ________________________
(g) Bakery Supplies ________________________
(h) Finished Bakery Products ________________________
(i) Frozen Foods ________________________
(j) Canned Goods ________________________
(k) Groceries ________________________

(2) Supplies: (a) Janitor & Cleaning ________________________
(b) Dishwashing ________________________
(c) Paper goods ________________________
(d) Stationery ________________________
(e) Menus ________________________

(3) Equipment: (a) China ____________________
(b) Glass ____________________
(c) Silver ____________________
(d) Linens ____________________
(e) Uniforms ____________________
(f) Major equipment items ____________________

(4) Mechanical repairs: ____________________

Append two copies of each form used in purchasing and purchase record keeping, noting on one of each: (1) when it is prepared, (2) by whom (title) it is prepared, (3) for whom (titles) it is prepared, step-by-step, (4) disposition.

Are items purchased: (1) by bid ______, (2) by contract ______, (3) by purchaser's "judgement" ____________, Who's judgement? ____________________

Are specifications used? Yes ________ No ________. Are they in writing? Yes ________ No ________. Do purveyors have copies? Yes ________ No ________. How many purveyors are used? ________. Is an effort made to combine units of merchandise into orders and deliveries of sufficient size from single sources to achieve maximum economy in billing and delivery costs? Yes ________ No ________. Is the saving accomplished by larger deliveries in billing and delivery costs used as a bargaining instrument with purveyors? Yes ________ No ________.

REMARKS:

IV. RECEIVING PROCEDURES

Who (title) receives merchandise? ____________________

Is receiving done at more than one location? Yes ________ No ________. If so, explain why and who receives (titles) at each location. ____________________

____

____

____

Append two copies of all forms used in receiving. On one of each form show: (1) function, (2) how used, (3) who makes out, (4) for whom, step-by-step, (5) disposition.

Are materials checked for: (1) quantity? Yes ________ No ________. (2) against (a) purchase order? Yes ________ No ________, (b) Invoice or delivery slip? Yes ________ No ________. (3) quality? Yes ________ No ________. (4) against (a) written specifications? Yes ________ No ________, (b) purchase order? Yes ________ No ________, (c) receivers "judgement"? Yes ________ No ________.
(4) Scales? Yes ________ No ________, type ____________________
Date last checked for accuracy? ____________________

What system is used for claiming credit from purveyors for over, short, or damaged goods? ____________________

____

____

Append two copies of claim forms, showing on one copy: (1) who fills out; (2) who must sign; (3) for whom made out; (4) disposition.

REMARKS:

V. STORAGE PROCEDURES

Who (title) is responsible for moving merchandise from point where it is received to storage point? ____________

____

Is this movement made promptly after receiving inspection? Yes ________ No ________.

Is merchandise adequately safeguarded from deterioration, contamination, and pilferage between receipt and storage? Yes ________ No ________.

Are store room(s) located for ease of access and minimum travel to point of processing? Yes ________ No ________.

Are store room(s), storage refrigerators and freezer: (1) adequate in size? Yes ________ No ________. (2) efficiently maintained? Yes ________ No ________. (3) clean? Yes ________ No ________. (4) properly ventilated? Yes ________ No ________. (5) properly protected from insect, rodent, wet floor, pipe leak and condensation contamination? Yes ________ No ________.

Is the store room controlled by (1) requisitions? Yes ________ No ________. (2) Locked? Yes ________ No ________. Who have keys (titles)? ________________________________

____

(3) first in - first out procedures observed? Yes ________ No ________

Append two copies of each form used in storage control, indicating on one of each: (1) function, (2) how used, (3) who fills out, (4) for whom, step-by-step, (5) disposition.

Is merchandise in store room(s), storage refrigerators and freezers: (1) segregated? Yes ________ No ________. (2) dated? Yes ________ No ________. (3) arranged for ease in inventory? Yes ________ No ________.

REMARKS:

VI. ISSUING PROCEDURES

Who (titles) issues merchandise from storage? ________________________________

____

What (titles) employees are authorized to draw: (1) Food ________________________________

(2) Beverages ________________________________

(3) Supplies ________________________________

If requisitions are used (see V., above), are they: (1) presigned? Yes ________ No ________. (2) made in duplicate? Yes ________ No ________. (3) filed by person issuing (one copy) and forwarded to person keeping food cost records (one copy)? Yes ________ No ________. (4) are issues extended? Yes ________ No ________. When? ____________________ By Whom? ____________________

Is food issued by: (1) Number of portions? Yes ________ No ________ (2) weight or count? Yes ________ No ________ (3) both? Yes ________ No ________. (4) Other?

Describe ____

____

____

issues adequately safeguarded from deterioration, contamination and pilferage from time of issue until they reach the processing point? Yes ________ No ________.

REMARKS:

VII. FOOD PRODUCTION DEPARTMENTS (Kitchen, Bakery, Pantry, Carry-out, etc.)

Give title and number of persons supervised of person in direct change of:

(1) Total Food Production operations ______________________________
(a) Number of persons supervised ______

(2) Main Cooking (range bank) ______________________________
(a) Number of persons supervised ______

(3) Pantry (or Salads) ______________________________
(a) Number of persons supervised ______

(4) Guarde Manger (or Cold Meats, leftover, etc.) ______________________________
(a) Number of persons supervised ______

(5) Bakery (including all desserts) ______________________________
(a) Number of persons supervised ______

(6) Pre-preparation (vegetables, fruits, etc.) ______________________________
(a) Number of persons supervised ______

(7) Meat Preparation (butcher, etc.) ______________________________

(8) Sanitation (warewashing, yardmen, porters) ______________________________
(a) Number of persons supervised ______

(9) Dietitians other than (1) above: Administration (no.) _______
Therapeutic (no.) _______
Clinical (no.) _______
Teaching (no.) _______

(10) Carry-Out (and/or Outside Catering) ______________________________
(a) Number of persons supervised ______

Append Range Table of Staffing Guides for Various Levels of Business, showing minimum staffing requirements.

Which of the following methods are used to utilize efficiently the manpower required by the Range Table of Staffing Guides: Allocation of days off and vacations _____; part-time employees ______; training individuals in multiple jobs for shifts as needed ______; Other (describe) ______________________________

____

Are Food Production Schedules used for planning and controlling production? Yes _________ No _________.

Append two copies of each form used in food production control, noting on one: (1) when it is prepared, (2) by whom (title) it is prepared, (3) for whom (title) it is prepared, step-by-step, (4) disposition.

Are standardized recipes available? _________ Are they used without deviation? ________

Are all portion sizes standardized? _________ Are standards maintained? _________

Are colored photographs of menu offerings as served available to personnel as guides? _________

Do menu offerings meet establishment's standards in: Appearance _________, Quality _________, Flavor _________, Portion size _________, Garniture _______?

Who (title) can authorize deviations from establishments standards in recipes, portion sizes, or other attributes?

____

Are left-overs: Excessive _______, Handled properly to prevent loss or deterioration _________, Analyzed for cause _________, Utilized promptly _________?

Are yield tests made on meat items? _____________

Is food in excess of daily requirements stored in production departments? _________ If so, who (title) is responsible for the efficient handling and economical utilization of foods so stored? ______________________________

What type of controls are used over these foods? ______________________________

____

Append kitchen layout showing: (1) All major equipment to scale; (2) Work-flow chart.

Is kitchen equipment: Modern ________, Well maintained ________, Clean ________?

Is the layout of the production departments efficient? __________

Can layout be improved by minor changes, such as moving equipment? __________

Are provisions made for analyzing menu, recipes, and quantities of each item to be produced, collecting ingredients required in the quantities necessary for the required production, and delivering them to the proper production station at the proper time to both insure timely production and avoid necessity of high-priced production employees wasting time and energy in collecting and assembling materials? _____________

Are the production departments: Clean ________, Well ventilated ________, Adequately lighted ________?

REMARKS:

VIII. FOOD SERVICE DEPARTMENT

Give title and number of persons supervised for individual in charge of each type of food service:

Type of Service	Title of Supervisor	Number Supervised
Guest Table Service		
Cafeteria		
Coffee Shop or Counter		
Fountain Lunch		
Car-Hops		
Private Dining Rooms		
Patient's Trays		
Patient's Cafeteria		
Employee's Cafeteria		
Other (specify)		

Append layout of dining area(s) to scale, showing locations of guest seating, access to food production departments, service stations, food checkers and cashiers.

Are service stations adequate in number and properly located to insure minimum steps on the part of service employees? ________ Are these stations designed and stocked to insure maximum efficiency? ________

Is access to the production department designed to make maximum use of service employee self-help? ________ To keep service employees out of the food production area? _______

Append two copies of each form used for record and control, showing on one copy of each: (1) who fills it out; (2) its function; (3) how it is used; (4) who uses it, step-by-step; (5) disposition.

Are service employees: Properly trained in service? ________, Courtesy? ________, Personal Hygiene and Sanitation? ________; Are they: Clean? ________, Neat? ________, Properly Uniformed? ________, Attentive? ________, Cheerful? ________; Do they know how to take and handle orders? ________, House policy in handling guest complaints? ________, How to present the check? ________; Do they know the menu? ________, Prices? ________, Composition of menu items? ________; Do they SELL? ________.

Is the dining area: Clean? ________, Attractive? ________, Well Ventilated? ________, Appropriately decorated for atmosphere consistent with the establishment's objectives? ________, Appropriately lighted? ________, Temperature controlled? ________.

Are the service adjuncts: furniture, linen, silver, tableware, etc.: Appropriate to the decor and atmosphere of the establishment? ________, Clean? ________, Well maintained? ________.

What control is exercised to prevent walk-outs? ______________________________

____

____

Is the general impression of service one of quiet efficiency? _________ Or of noisy confusion? _________.

Do dining room supervisors, hostesses, or floor managers appear to be in firm control? _________ Or does the operation appear to "run itself"? _________

Append Range Table of Staffing Guides for Various Levels of Business, showing minimum staffing requirements for the Service Department.

Which of the following methods are used to utilize efficiently the manpower required by the Range Table of Staffing Guides: Allocation of days off _________, of vacations _________, use of part-time employees _________, training individuals to perform multiple jobs for shifts as needed _________, Other (describe) _________

____

Does the establishment recognize and use occupational status criteria in recruiting part-time service employees? _________

REMARKS:

IX. SANITATION, SAFETY AND MAINTENANCE PROGRAMS

List by title the person responsible for each of the following programs in each of the listed categories:

Category	Safety Program	Sanitation Program	Maintenance
Receiving Department			
Store Room			
Pre-Preparation			
Production			
Service			
Administration			
Mechanical or Engineroom			

Does the establishment have a definite, written and supervised Safety Program, including a Fire and Disaster Bill or Schedule? _________ Are all personnel familiar with the program? _________ Are Fire and Disaster drills held with sufficient frequency that changing personnel are familiar with their stations and duties at all times? _________ Is there an active Employee's Safety Committee? _________ Does it meet, function and report? _________.

Does the establishment have a definite, written and supervised Sanitation Program? _________ Are all personnel familiar with the program? _________ Are all routine cleaning and sanitation activities assigned to specific individuals, clearly stated on their job descriptions or job schedules, specifically scheduled for time and standards of performance, and their performance supervised both as to time and quality of performance? _________.

Have sanitation standards been checked with the requirements of the local Health Department? _________ Do the establishment's own standards meet or exceed these requirements? _________.

Does the establishment have a definite, written, and supervised Maintenance Program providing for regularly scheduled inspection of all physical and mechanical facilities and equipment and for the routine maintenance procedures recommended by manufacturers to insure continuity of satisfactory service with the facilities or equipment? _________ Does management analyze each breakdown or malfunction of equipment in the light of the Maintenance Schedule and make adjustments to prevent its recurrence? _________ Are Maintenance procedures specifically assigned to individuals for performance at specific times? _________.

REMARKS:

X. PARTY, FUNCTION, BANQUET, CATERING OR CARRY-OUT PROCEDURES

What percentage of the establishment's sales is represented by each of the following:

Parties ________; Functions ________; Banquets ________; Catering (outside of the establishment proper) ________; Carry-Out Trade ________.

Who (title) is responsible for each of the following:

Inside Catering, (Parties, Functions, Banquets, etc.) ________________________________

Outside Catering ________________________________

Carry-Out Trade ________________________________

Does the establishment have special facilities to service this type of business? ________. Append layout of special facilities to scale, showing relation to other production facilities, and loading or delivery areas and facilities.

Are facilities adequate to handle the volume of this type of business without interfering significantly with the normal operation of the business? ________

Can the efficiency of the operation be improved by a change in layout of facilities? ________ Does the volume of business justify the provision of special facilities? ________

Does the establishment own ________ or rent ________ the equipment for outside catering? How many covers can be served by the equipment owned by the establishment? ________ Are rental facilities available locally for additional equipment for larger orders? ________

Append two copies of all forms used for party, outside catering, or carry-out planning, organization, sales and billing, showing on one copy of each: (1) who prepares, (2) function, (3) how it is used, (4) who uses it, step-by-step, and (5) disposition.

Does establishment use regular employees ________, part-time employees ________ or a combination ________ for this special business? Does it maintain a separate banquet, catering, or carry-out department? ________ Are costs computed separately from other business for this type? ________.

Are catering or carry-out employees specially trained for this type of operation? ________

Append a Manning Table of Staffing Guides, showing number and kind of employees required for the type and size of functions, both internal and external, served by the establishment. How many regular, full-time employees are required? ________

REMARKS:

XI. MENU PLANNING

Who (title) has the ultimate responsibility for menu planning? ________________________________

List by titles others who are consulted in the menu-planning process:

________________________________ ________________________________

________________________________ ________________________________

Is the establishment's menu: Fixed? ________, Changed daily? ________, Extensive (many items)? ________ Limited? ________, A la Carte? ________, Table D'Hote? ________, Combination? ________, No customer choice? ________, Multiple choice? ________.

Is menu planned for one time? ________ Cyclical? ________

Does menu contain too many items? ________ Too few? ________. A balance between high and low cost items? ________. A balance between high and low profit items? ________. Are menu listings monotonous? ________.

Are new items sought constantly? ________. Are new items pre-tested for customer acceptance? ________.

How? ________________________________

____

Is consideration given in menu planning to: Type of clientele? ________ Socio-economic status of clientele? ________ National origins of clientele? ________ Local preference? ________ Local specialities? ________ Availability of food on the local market? ________ Plentiful foods and bargins? ________ Seasonal reference to local payroll customers? ________ Holidays and special occasions? ________ Local events and tourist traffic? ________ Sales history of items? ________ Nutritional balance of items? ________

Are the following factors considered in relation to each item: Labor cost per portion? ________ Food Cost per portion? ________ Planned use of left-overs? ________ Type and amount of equipment needed to prepare each item in relation to other items on the menu? ________ Preparation time required? ________.

Are recipes costed? ________. Are recipe costs kept up to date? ________.

How are menu items priced? ____

____

Are the menus presented to customers: Clean and fresh? ________ Attractive? ________ Easily read? ________ Descriptive? ________ Appetite appealing (selling potential)? ________ Distinctive? ________ In keeping with the atmosphere and decor of the establishment? ________.

Are new items, specials and bargains merchandised by table tents? ________ Menu clip-ons? ________ Colored display photographs? ________ Other effective means (describe)? ____________________

____

REMARKS:

XII. EVALUATION, SUGGESTIONS, AND RECOMMENDATIONS

OPTIONAL

For comparative purposes, it is requested that an operating statement be prepared from year latest monthly Profit and Loss statement on the attached form, also a food cost breakdown. All figures will be kept confidential, if you so desire. In any case, establishment furnishing the figures will not be identified in any published report of this study.

COMPARATIVE OPERATION STATEMENT
CURRENT MONTH, YEAR TO DATE AND BUDGET

ACCOUNTS	MONTH ______		YEAR __ TO DATE		BUDGET		
	AMOUNT	%	AMOUNT	%	MONTH	TO DATE	%
SALES: MAIN FOOD SERVICE							
INSIDE CATERING							
OUTSIDE CATERING							
CARRY-OUT							
OTHER							
TOTAL SALES		100.					100.
COST OF SALES: NET FOOD COST							
OTHER COSTS							
TOTAL COST OF SALES							
GROSS PROFIT							
CONTROLLED EXPENSES:							
Payroll: Main Food Service							
Inside Catering							
Outside Catering							
Carry-Out							
Other							
Administrative							
Social Security		xxx					xxx
Unemployment Comp.		xxx					xxx
Other Fringe		xxx					xxx
Uniforms		xxx					xxx
Employees Meals		xxx					xxx
TOTAL PAYROLL							
Advertising							
Janitor & Cleaning supplies							
Legal & Accounting Fees							
Miscellaneous Expenses:							
Donations		xxx					xxx
Dues & Memberships		xxx					xxx
Entertaining		xxx					xxx
Menus, Print & Stat.		xxx					xxx
Postage		xxx					xxx
Traveling Expense		xxx					xxx
Wired Music		xxx					xxx
Other		xxx					xxx
TOTAL MISC.							

ACCOUNTS	MONTH _		YEAR ___ TO DATE		BUDGET		
	AMOUNT	%	AMOUNT	%	MONTH	TO DATE	%
Repairs & Replacements:							
Building & Furn.		xxx					xxx
Equipment		xxx					xxx
Plumbing & Sewers		xxx					xxx
China, Glass, Silver		xxx					xxx
Linens		xxx					xxx
Others		xxx					xxx
TOTAL Rep. & Rep.							
Telephone & Telegraph							
Truck & Automobile							
Utilities:							
Gas							
Electricity							
Water							
Hauling							
TOTAL UTILITIES							
TOTAL CONTROLLED EXPENSES							
NET PROFIT ON SALES							
SCHEDULED OR FIXED EXPENSES:							
Depreciation							
Insurance							
Licenses and Taxes							
Rent							
Interest Paid & Bank Charges							
TOTAL SCHEDULED EXP.							
NET PROFIT ON OPERATIONS BEFORE INCOME TAXES							

FOOD COST ANALYSIS

CATEGORIES OF FOODS	MONTH		YEAR TO DATE		BUDGET %
	AMOUNT	%	AMOUNT	%	
MEATS:					
Red Meat					
Poultry					
Seafood & Shell Fish					
TOTAL MEATS					
PRODUCE:					
Fresh					
Frozen					
TOTAL PRODUCE					
GROCERIES					
BEVERAGES: Coffee & Tea					
DAIRY: Eggs					
Butter & Margarine					
Milk & Cream					
Cheese					
Ice Cream					
TOTAL DAIRY					
BAKERY:					
House Produced					
Purchased Outside					
TOTAL BAKERY					
TOTAL FOOD COST		100.		100.	100.
PERCENT: FOOD COST SALES	XXXX		XXXX		

APPENDIX I
JOB DESCRIPTION FOR OWNER-MANAGER

JOB DESCRIPTION NO. 1 TITLE: Owner-Manager

DATE ISSUED: ____________ APPROVED BY: ____________

I. MANAGERIAL FUNCTIONS

A. Planning-Determines the objectives of the enterprise. Plans the organization and direction through supervision, control and coordination of the human resources of the enterprise to accomplish the objectives. Plans for enterprise representation to create a favorable "corporate image" to employees, customers, purveyors, and the public-at-large. Establishes standards of performance in all categories of operations, and measures of deviations therefrom for purpose of evaluation. Plans and promulgates policies, rules and directives to implement the accomplishment of the enterprise objectives.

B. Organizing-Analyzes the operation into component task units. Assembles related task units into jobs and formalizes the job with a job description. Draws a job specification from each job description. Provides facilities and designates personnel to train all employees in their respective positions to the standards required by the establishment. Schedules time of employees for the maximum utilization of manpower.

C. Directing-Directs the activities of the personnel to meet the standards of the enterprise by:

1. Supervising-Determines the effective span of control in each category of work. Assigns jobs to work units (under leaders), and work units to departments (under supervisors). Assigns leaders to work units and supervisors to departments. Supervises to see whether personnel employed meet job specifications and whether individuals are trained to meet the standards of the enterprise for their respective positions. Subrogates responsibility for the performance of assigned tasks to individual employees and the supervision to see whether tasks are performed to the standards of the enterprise to leaders and supervisors. Supervises work of leaders and supervisors to see whether they meet their assigned responsibilities.

2. Controlling-Delegates to leaders and supervisors the authority to see that tasks assigned to personnel under their respective direction are performed to meet the standards of the establishment. Controls directly the employment, training, and performance of employees through the supervisory level. Controls other employees at all lower levels strictly through the "chain of command".

3. Co-ordinating-Co-ordinates the activities of subordinate work units and/or departments. Supervises to see whether and controls to see that leaders and/or supervisors similarly co-ordinate the work of individuals within their work units and/or departments.

D. Representing-Presents and represents the "corporate image" or personality of the establishment to employees, customers, purveyors and the public-at-large.

E. Evaluating-Continuously compares the performance of operations and personnel with pre-selected enterprise standards, measuring deviations from the standards with pre-selected scales. Analyzes deviations. Takes corrective action indicated by analyses when performance falls below standards, and action to raise standards when superior performance indicates the practicability of so doing.

II. OPERATIONAL FUNCTIONS

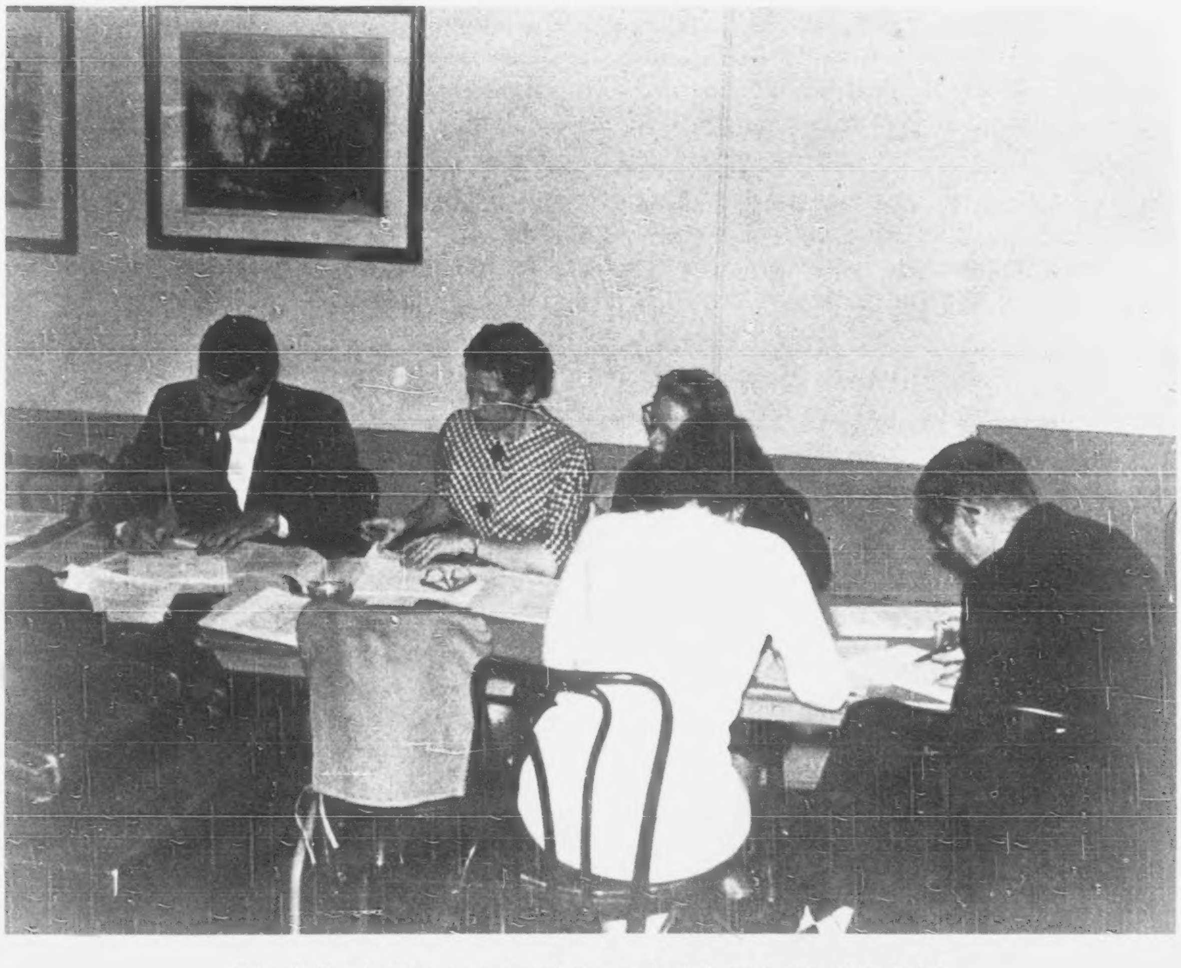
A. Personnel-Plans, promulgates, disseminates, supervises, and controls personnel policies with respect to the selection, training, interrelationships, discipline and compensation (including fringe benefits) of all employees. Establishes promotion and merit pay increase policy and administers same. Hires and controls employment tenure of employees through supervisory level, and consults with Assistant Manager on all matters of employee discipline and tenure through leader level. Delegates authority to supervisors and leaders and subrogates responsibility to all levels. Provides channels of communication both upward and downward throughout the organization, including effective means of hearing and acting upon both grievances and suggestions. Establishes facilities for terminal interviews and for a study of the results obtained from them as a step in reducing employee turnover and increasing organization morale.

B. Financial-Plans, directs, supervises and controls the financial affairs of the enterprise. Requires the keeping of adequate records to provide information needed for management decisions in financial matters. Retains complete responsibility for the use and flow of working capital. Determines cash withdrawals from and investments by the establishment. Sets menu prices.

C. Materials-Plans menus. Forecasts needs for materials used by workers; foodstuffs, supplies, and replacements. Supervises and controls purchasing, delivery, receipt, storage, inventory, processing and service of materials to insure that the right amount of the right material is at the right place at the right time to insure the smooth flow of production and service. May delegate authority and subrogate responsibility for purchasing, receiving, storage, processing and service, but retains the responsibility for the maintenance of establishment standards and the economical utilization of all materials.

D. Machines-Conducts a continuing search for machines which will automatize operations economically while maintaining establishment standards in quality production. Makes decisions on whether machines are labor saving or labor aiding. Conducts a continuing survey for work simplification and layout efficiency improvement. Provides a plan and policy for adequate and systematic equipment maintenance, repair, and replacement.

E. Methods-Provides for the uniform excellence of products by the perfection, standardization and production control of recipes and product appearance. Standardizes and controls portion sizes. Supervises whether standards are met and controls that they are met. Sets and supervises policies and standards for sanitation, service, menu substitutions, and the handling of customer complaints. Conducts a continuing study for methods of improving products, service, sanitation, atmosphere, and customer and community relations.



School Graduation may signal the end of formal education but it brings the commencement of Extension Education. These students are Myron Green Cafeteria Managers attending a Food Cost Control Seminar, conducted in cooperation with the University of Missouri Extension Division.